DOCUMENT RESUME

ED 063 014 PS 005 499

TITLE	It's a Big World. Aural-Oral Activity Guide. English Edition. Kindergarten.
INSTITUTION	Corpus Christi Independent School District, Tex.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	Jul 70
NOTE	225p.
AVAILABLE FROM	Corpus Christi Independent School District, Corpus Christi, Texas ($2.75)
EDRS PRICE	MF-$0.65 HC-$9.87
DESCRIPTORS	Attitudes; *Aural Learning; Bibliographies; Child Development; *Educational Philosophy; *Kindergarten Children; *Manuals; Objectives; *Oral Expression; Organization; Self Expression; Teaching Techniques

ABSTRACT

A guide for helping young children develop positive attitudes about themselves and for expressing themselves well is presented. The philosophy of the school district putting out this instructional manual includes the following tenets: (1) Schools exist primarily for the benefit of the children in their community; (2) Curriculum should provide broad subject matter areas; (3) Curriculum should be effective as a means of continual child growth; (4) An organized program for teaching and learning is essential; and (5) Pupils should learn that certain duties accompany their privileges. Objectives of this school district include: To develop in every child a love of our form of government; To provide opportunity for individual development. This manual is divided into five parts: Flow Chart, Classroom Organization, Procedures for Using Units, Suggested Teaching Units, and Bibliography. (Author/CK)

ED 063014

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

IT'S A BIG WORLD

AURAL-ORAL ACTIVITY GUIDE

ENGLISH EDITION

KINDERGARTEN

PS 005499

Corpus Christi Public Schools
Corpus Christi, Texas

Division of Instruction
July, 1970

This guide has been developed and published by the Corpus Christi Independent School District with funds provided by a grant from the U. S. Office of Education, Department of Health, Education and Welfare. The program herein developed does not necessarily reflect the position nor policy of the U. S. Office of Education, and no offical endorsement by the U. S. Office of Education should be inferred.

Second Printing
July, 1971

This guide is being reprinted at the expense of the Corpus Christi Independent School District at a cost of $2.75. This charge covers the cost of publication only.

CORPUS CHRISTI PUBLIC SCHOOLS
Corpus Christi, Texas

DR. DANA WILLIAMS
SUPERINTENDENT OF SCHOOLS

WALLACE E. DAVIS, JR.
Assistant Superintendent
for Instruction

H. Gene Bryant
Directory of
Elementary Education

John P. Sprinkle
Directory of
Secondary Education

BOARD OF EDUCATION

Forrest C. Allen . . . . . President
Franklin Bass . . . . . Vice-President
Arturo Vasquez . . . . . Secretary
Dr. James E. Albright . . . . . Assistant Secretary

W. G. Hutson

Jack A. McQueen

Dr. Cornell C. Barnard

PHILOSOPHY OF THE CORPUS CHRISTI PUBLIC SCHOOLS

The schools are committed to helping all boys and girls develop the competencies required for active participation in the American way of life. This premise is the foundation for the tenets of the philosophy of the Corpus Christi Public Schools:

- We believe the schools exist primarily for the benefit of boys and girls of the community they serve. Therefore, the schools should provide an educational program to meet the individual needs of every student.

- We believe the curriculum should provide broad subject matter areas and educational programs within which the principal, the teacher, and the student have latitude and discretion.

- We believe the curriculum should be effective as a means of continual child growth. Therefore, constant evaluation, adaptation, and development of the curriculum are necessary.

- We believe an organized program of teaching and learning is essential for pupils to learn directly from valuable experiences and to develop a sense of belonging through opportunities provided in the total process.

- We believe pupils should learn that certain duties and responsibilities go with the privileges they enjoy in our democratic community, state, and nation.

OBJECTIVES OF THE CORPUS CHRISTI PUBLIC SCHOOLS

The schools are dedicated to giving every child the best education possible as preparation for living in a democratic society. Therefore, they seek

- To develop in every child a love of and an appreciation for the rights, the privileges, and the responsibilities guaranteed by our form of government

- To provide opportunities for the individual to develop aptitudes and abilities as well as to acquire skills and knowledge necessary to meet the demands of a constantly changing society

- To provide a program of learning that encourages the child to develop to the limits of his capacity, with the program having opportunity for the child

  -- To obtain an education suitable to his personal abilities, interests, and needs

  -- To develop mentally, morally, emotionally, socially, and physically so as to be better able to cope with life's problems

  -- To acquire cultural and aesthetic understandings and gain appreciation for the fine arts

  -- To learn the meaning of good citizenship and democracy through participation and interest in community and world affairs

  -- To develop an appreciation for our American heritage and democratic way of life

Teaching Guide Committee

Executive

Wallace E. Davis, Jr. . . . . Assistant Superintendent for Instruction

H. Gene Bryant . . . . . Director for Elementary Education

A. N. Vallado . . . . . Assistant Director for Instruction of Special Programs

Production

Melba Kerns, Consultant
Carmen H. Salazar, Consultant
Flora F. Barrera
Maria Louise Vera
Anne I. Skipper
B. Jo Kearns

Preface

The purpose of the Child Development Guide is to orient teachers to the unique needs and abilities of the Kindergarten child and to offer a suggested program. It is not the intent of the writers to limit the creativity or ingenuity of the teachers in any way. On the contrary, it is our hope that the guide will stimulate and inspire the teachers.

Melba G. Kerns
Consultant

July, 1970

CONTENTS

			Page
Part I:	It's a Big World An Aural-Oral Activity Guide English Edition Kindergarten		1
	Philosophy		3
	Scope and Sequence (Flow Chart)		5
Part II:	Classroom Organization		11
Part III:	Procedures for Using Units		19
Part IV:	Suggested Teaching Units		23
Units	I:	Our School	25
	II:	My Family and My Home	71
	III:	Foods We Eat	105
	IV:	What Clothes do You Wear?	135
	V:	Our Toys	151
	VI:	Animals Big and Little	165
	VII:	Happy Days	185
Part V:	Bibliography		229
Resources			

6B

PART I: IT'S A BIG WORLD
AN AURAL-ORAL ACTIVITY GUIDE
ENGLISH EDITION
KINDERGARTEN

Philosophy

Each child, unique in his strength and weaknesses, needs experiences which nurture feelings of self-confidence and self-respect. It is essential that he acquire positive attitudes toward himself, others, and his environment. The opportunities provided in living and learning during his early years formulate later behavioral patterns of growth and development.

The young child's eagerness to learn and his attitude of inquiry stimulate cognitive development; therefore, play is vital in these formative years. It is the natural media through which learning takes place. It assists in social-emotional adjustment, physical coordination, and creative expression. Through play, a child accurately reflects not only his thoughts, feelings, and values, but also the kind and amount of experiences he has had. It is unique in its revelation.

Language facility and concept development are also broadened through play-related experiences. As the child interacts with both peers and adults in an appropriately designed kindergarten center, the basic foundations for future learnings are accomplished.

Parental involvement in the kindergarten program is essential. The close cooperation of the home and the school supports the child's growth and development.

PS 005499

SCOPE AND SEQUENCE Flow Chart	UNIT I: My School	UNIT II: My Family and My Home	UNIT III: Foods We Eat	UNIT IV: What Clothes We Wear
Mathematics	**Rote counting to 3** **One-to-one correspondence**	**Introduction of sets** **Use of yardstick and scales** Addresses	**Number sequence** "One more" concept Weights and measures Using containers and a scale	**One-to-one correspondence** Pairs Alike and different Estimating size
Science	**Observation and care of plants and pets** **Concept of balance**	**Size and shape** **Body awareness**	**Color discrimination** **Taste** **Hearing** **Smell** **Categorizing**	**Weather observation** **Shadows** **Concept of hot and cold** **Touch**
Social Studies	**Role-play of parent and/or school personnel** **Responsibility for room order**	**Role-play of family members** **Taking turns and sharing**	**Community relations** **Social acceptance** **Cooperative peer relationships**	**Improve self concept** **Identification of clothing**
Motor Skills (eye-hand coordination)	**Participating in: Block building, clay modeling, puzzles, and pegs** **Body coordination (Marching, tiptoeing, running)**	**Dressing and undressing dolls** **Pushing (doll carriage, wheel toys)**	**Pouring from pitcher to glass**	**Buttoning, zipping, lacing, typing**
Visual Skills	**Developing left to right eye movement**	**Developing left to right eye movement** **Identifying objects**	**Discriminating color**	**Matching to size**

SCOPE AND SEQUENCE Flow Chart (Cont'd)	UNIT V: Our Toys	UNIT VI: Animals - Big and Little	UNIT VII: Happy Days
Mathematics	Ordinals to third place Money identification penny nickel dime quarter dollar	More and less concept Rote counting Ordinals to fifth Comparison of size and shape large, larger, largest tall, taller, tallest short, shorter, shortest small, smaller, smallest	Rote counting to 10 Recognition of sets "more than" and "less than" concept Sequence of numerals to 10 Ordinals to tenth place Numerals on calendars, clocks and telephones
Science	Size and shape	Identification of family members Classify and categorize Discovery and observation of growth processes Touch	Seasonal observances Seasonal foods
Social Studies	Sharing Cooperative peer relationship	Animal environments	Manners Customs
Motor Skills (eye-hand coordination)	Woodworking - Developing balance Manipulative building	Tracing Sewing cards	Following a line
Visual Skills	Seeing likenesses and differences Matching shape, color	Identifying Matching Contrasting (size, shape, features)	Pairing opposites

SCOPE AND SEQUENCE Flow Chart (Cont'd)	UNIT I: My School	UNIT II: My Family and My Home	UNIT III: Foods We Eat	UNIT IV: What Clothes We Wear
Auditory Skills	Utilizing: Intonational patterns of oral English Stress and accent in English	Listening to rhymes and stories	Identifying sounds	Emphasizing diagraphs unfamiliar to Spanish-speaking children
Communication	Repeating: Sentence patterns using simple present tense of verbs	Using English in social situations Using future tense of verbs	Answering specific questions Making verbal choices Using past tense of verbs	Describing independently
Following Directions	Responding to hand signals Responding to verbal commands	Following simple oral directions	Developing recall of experiences and/or events	Developing recall in sequence

Art (Continuous activities through all units) The following media; clay, tempera, finger paint, crayons, paper, paste, scissors, scrap material (wood, fabric, and paper), sand, and colored chalk are provided. These materials promote valuable opportunities for expressing ideas, impressions, and feelings young children cannot put into words.

Music Music in kindergarden offers a wide variety of experiences in singing, exploring and playing instruments, and in creating or improvising movement. The program is informal and natural, relating to the pupils' interests and current subject areas. Essentially, music should be enjoyable and a way to help the pupil improve his self image.

All music activities require listening skills, and language patterns can be introduced and reinforced through music activities. The combination of melody, words and rhythm require total cognitive response and give maximum stimulation through several senses. Learning to listen, to follow directions, and to respond accurately in a classroom situation are valuable social factors in the pupils' experiences.

SCOPE AND SEQUENCE Flow Chart (Cont'd)	UNIT V: Our Toys	UNIT VI: Animals - Big and Little	UNIT VII: Happy Days
Auditory Skills	Distinguishing loud and soft sounds Distinguishing rate and pitch of sounds	Distinguishing positional relationships of sounds, (near and far)	Reinforcing digraphs Rhyming
Communication	Using singular and plural nouns and verbs	Using present perfect tense Using pronouns as direct objects	Using opposites Relating experiences Dictating story to teacher
Following Directions	Using specific vocabulary to denote location (top, middle, bottom)	Using specific vocabulary (prepositions in describing location)	Playing directed games Following series of commands

Music (Cont'd)

Musical activities aid development of physical coordination. The child's response with appropriate movement for different types of music (marches, lullabies, etc.) provides pleasure and exercise simultaneously. Skill in playing rhythm instruments is visible, audible, and enjoyable. Acting out, or dramatizing the story of a song, or creating songs to go with a story is an integral part of the kindergarden program. If the words are appropriate for action of motion, the children should create their own version.

Singing is a daily occurrence. New songs are taught by rote, usually phrase by phrase. Pitch, rhythm and expression are important, but enjoyment is more important at first. Music concepts are developed as needed for a particular song (high-low, loud-soft, fast-slow, heavy-light) and then discovered in other songs or listening experiences.

Make every experience in music as enjoyable as possible.

Part II: Classroom Organization

Classroom Organization

The Kindergarten Program is organized to encourage the development of listening habits, verbal skills, acceptable social patterns, and intuitive number concepts. It provides patriotic experiences and gives instruction in science and health. In addition, activities fostering appreciation of the fine arts are an essential part of the program.

Teacher-guided listening activities provide excellent opportunities for the teacher to stress intonations, correct pronunciation, and rhythm patterns. Phonograph records, tape recorders, and films further expand listening skills.

Materials and experience not within but closely related to the child's own environment extend verbal skills and improve oral language.

Social attitudes are directed as the child investigates and explores the community. Parties, games, field trips, and other social situations provide a setting for motivations.

Number concepts and number vocabulary are part of the daily activities. These activities include counting for necessary information and comparison of sizes, shapes, and amounts. The term <u>set</u> is introduced in relation to groups or collections.

Science consists of exploring and investigating the environment through sensory reactions. For instance, a study of rain includes seeing, smelling, touching, tasting, hearing, and feeling.

Other studies in making the child's environment more meaningful follow the same pattern.

Daily activities stress patriotism through patriotic symbols, songs, and holidays.

The program presents an abundance of opportunities to acquaint the child with good music, art, and literature. The teacher plays an important role in inspiring the child to express his own creativity with various media.

The daily schedule consists of large blocks of time interspersed with varied activities. The program is consistent and establishes a normal and regular sequence but, at the same time, is flexible enough to allow for special events. One such large block of time consists of self-selected activities. A child needs an opportunity to select, organize, and assimilate knowledge through dramatic play, painting, and working with manipulative materials.

The classroom arrangement is uncluttered with specific areas designated for the different activities. Emphasis is placed on the proper care, usage, and replacing of materials to develop a sense of responsibility in the child.

DAILY SCHEDULE

8:15 - 8:45	Arrival, greeting, and self-selected activities. These activities are carried on independently and include looking at books, bead stringing, or clay modeling. Pupil converses in his dominant language.
8:45 - 9:00	Language Development: Opening exercises: sharing experiences, roll check, Pledge of Allegiance Health Weather Observation
9:00 - 10:00	Work-Play Activities These include social dramatization in housekeeping center, music and art, block building, woodworking, sand and water play. Pupil converses in his dominant language.
10:00 - 10:20	Outside play
10:20 - 10:30	Routine: Toileting and hand washing
10:30 - 10:40	Snack Time
10:40 - 11:00	Language Arts Activities
11:00 - 11:20	Music and Rhythms
11:20 - 11:30	Clean-up Time
11:30 - 12:30	Lunch
12:30 - 1:00	Rest
1:00 - 1:30	Language Development
1:30 - 1:50	Outdoor Play
1:50 - 2:00	Routine: Toileting and hand washing
2:00 - 2:20	Story Time
2:20 - 2:35	Music and Rhythms
2:35 - 2:45	Evaluation of day's activities and dismissal

Description of Kindergarten Activities

Self-Selected Activities

The teacher greets the child as he enters and attempts to make him feel welcome. The child begins the day with self-selected activities. The teacher suggests activities (puzzles, clay, dolls) for the reluctant child; however, the child should eventually become independent in regard to selection. He should enter the classroom, choose an activity, and begin work immediately. The number of children working in one activity should be limited and the child acquainted with these limits. He must also be encouraged to remain with an activity until a goal has been attained. The importance of returning material to its proper place must be stressed as an aspect of pupil responsibility. Replacement of material begins at a pre-established signal such as a bell, whistle, or piano note. When the signal is repeated, the children assemble for directed language activities.

Directed Language Activities

The "show and tell" period provides opportunities for free oral expression. Each child is encouraged to show or tell something of interest. The teacher provides objects of interest or gives verbal clues to prompt the participation of a timid child. During this period, emphasis is placed on complete sentences, correct grammar, and accurate pronunciation. However, the child should not be interrupted while he is speaking, as this could cause embarrassment or confusion.

The oral language development period consists of several carefully spaced periods of intensive oral drill. Each period will be approximately ten minutes in duration. The basic sentence patterns illustrated in the units serve as the models. The expanded patterns may be altered according to the experience level of the child. The teacher may intersperse games, songs, poems, stories, dramatics, puppetry, finger plays, and flannel board activities between the intensive drill periods to motivate and reinforce oral language usage.

Snack Time

Each child is served a simple mid-morning snack. Good manners, sharing, and taking turns are particularly important. Aides may assist with the distribution of the food during the first few days of the program. However, as soon as possible, each child should be assigned to and held responsible for a specific duty such as passing out the milk, straws, cookies, and napkins. The teacher should also establish a procedure for group participation in clean-up activities.

Creative Development

The creative development period is used for self-expression and imaginative projects. Activities include songs, rhythmic expression through body movement and percussion instruments, science experiments, dramatizations, and art projects. All of the children are encouraged to participate in the same activity during this period.

Outdoor Play

The outdoor play period consists of both teacher-directed and free play. During the teacher-directed play, the child learns games requiring sentence patterns closely related to the basic vocabulary. At other times the child is given an opportunity to use playground equipment with an aide guiding conversation.

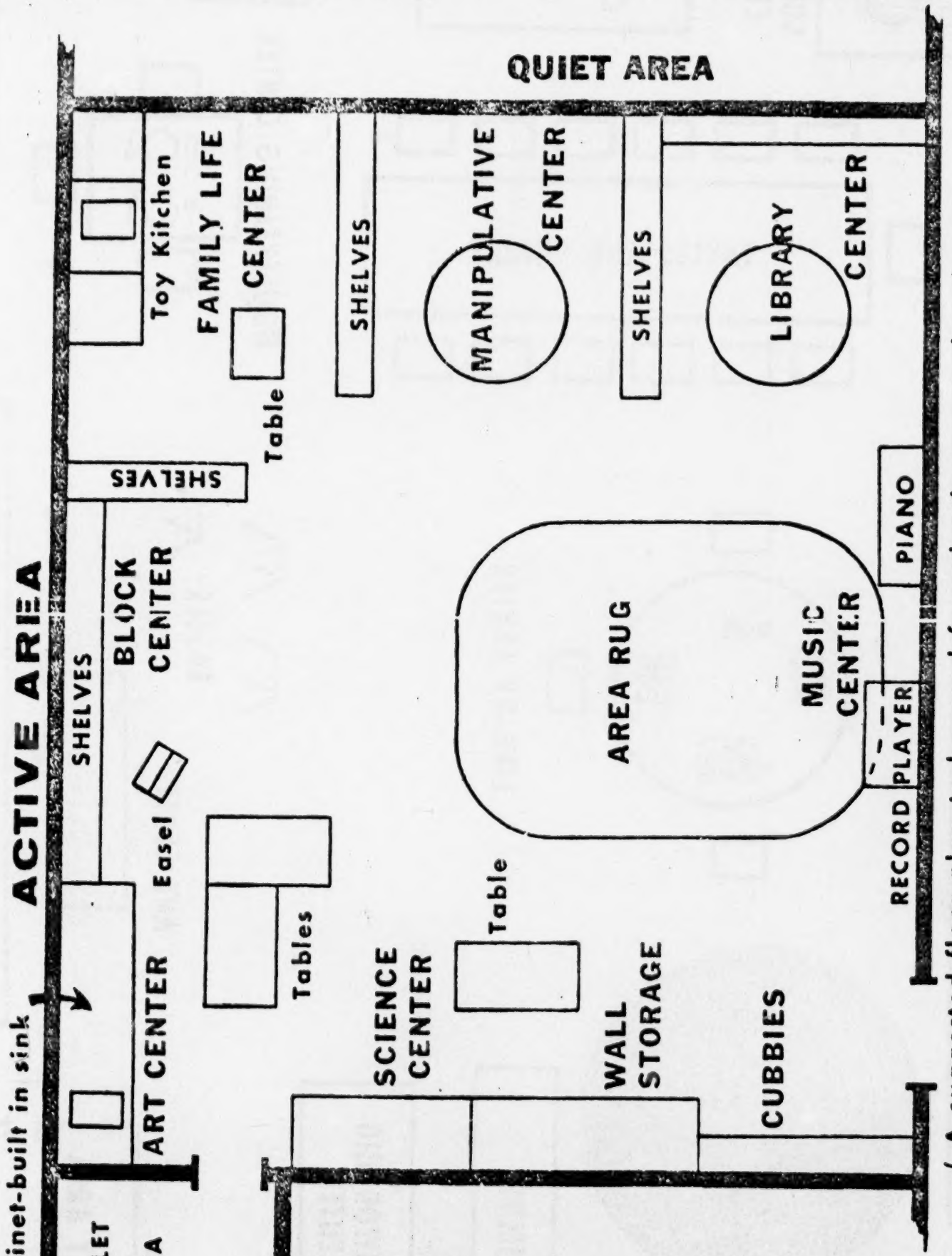
Rest

A short rest period is essential. Five-year-olds are highly active and often resist rest. A darkened room and quiet music helps them to relax. Bath towels or small throw rugs may be placed on the floor as mats. However, the teacher may simply have each child put his head on his desk with eyes closed for a brief period.

Work-Play Period

The work-play period is the largest block of time during the day. The child has an opportunity to use his initiative in planning, working, and sharing without teacher domination. Dramatic activities and role playing in the housekeeping area help the child experiment with adult roles, thereby enabling him to become aware of sense of the realities of living. Building with blocks helps develop eye-hand coordination and a sense of balance in relation to objects. Tempera and finger painting encourage creative expression and tend to release frustrations and tensions. A definite procedure must be established to ensure a smooth clean-up period and help develop responsibility in the child. The adult in charge may assist only when help is imperative. The child will not mature if he is babied. A permissive atmosphere should prevail with overexuberance kept within bounds.

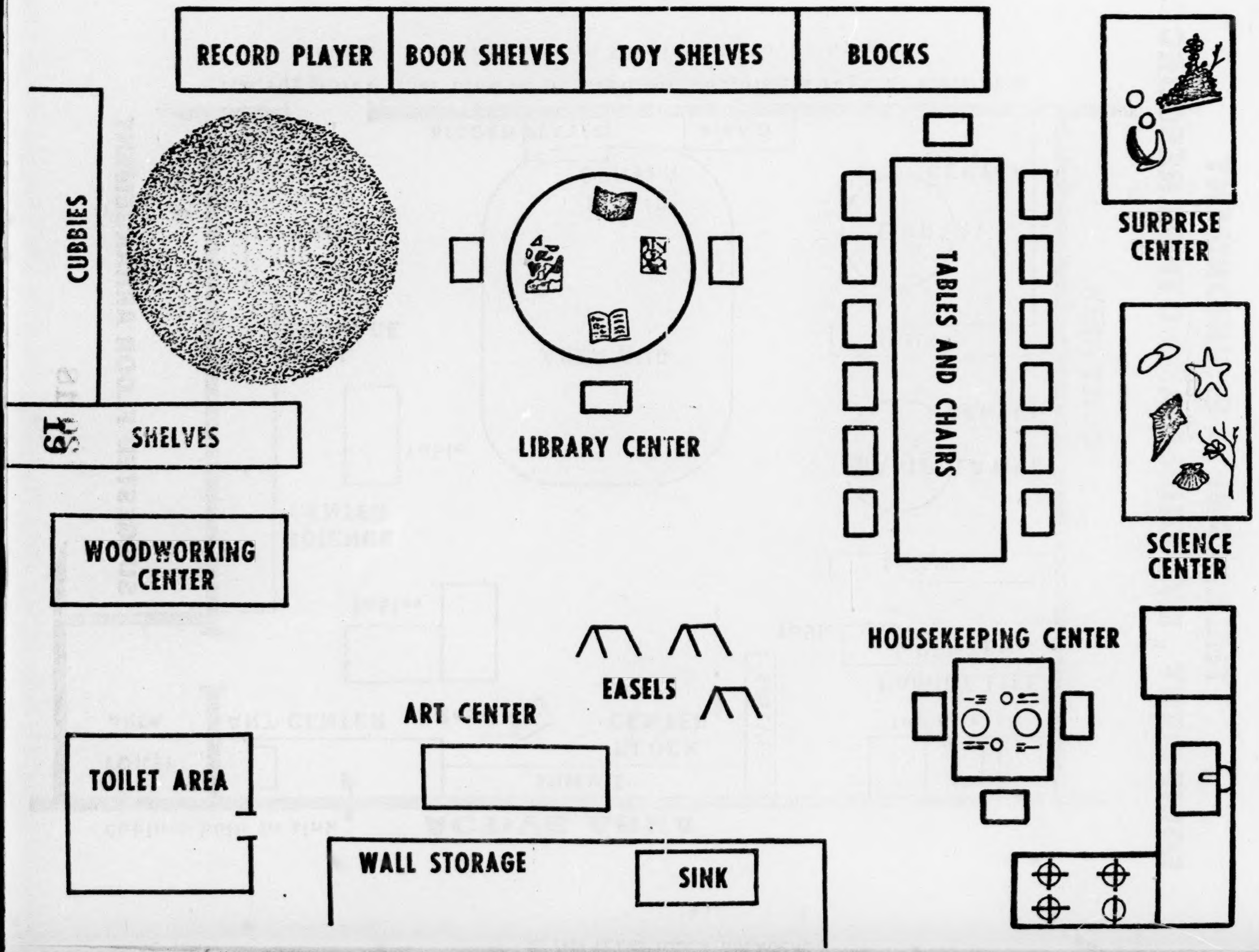
THE LEARNING ENVIRONMENT
EQUIPMENT, MATERIALS AND OTHER RESOURCES



SUGGESTED FLOOR ARRANGEMENT

(A suggested floor plan to be used for adapting a regular classroom into a "learning center." This is not a building plan.)

© 1969 TEXAS EDUCATION AGENCY


RECORD PLAYER
BOOK SHELVES
TOY SHELVES
BLOCKS
CUBBIES
SHELVES
LIBRARY CENTER
TABLES AND CHAIRS
SURPRISE CENTER
SCIENCE CENTER
WOODWORKING CENTER
EASELS
ART CENTER
HOUSEKEEPING CENTER
TOILET AREA
WALL STORAGE
SINK

Part III: Procedures for Using Units

Procedures for Using Units

To facilitate individual participation, language arts groups should contain a maximum of ten children to provide for greater individual participation. An independent activity can be assigned to the other pupils in the class. Reassemble the children at the end of the period for a unifying activity such as an appropriate game or song.

Control of the basic sentence patterns included in this guide will enable the pupil to use the basic structures of English. For this reason, emphasis has been placed on patterns illustrating word form and word order, the changes in the verb forms, the plurals and singulars of nouns, subject and verb agreement, and the place of adverbs and adjectives in the word order.

The teacher should feel free to select the patterns she feels best suited to the immediate needs of the pupil. However, she should follow a sequential development in the presentation of the sentence patterns.

Native speakers of Spanish frequently are unable to "hear" the sounds in English which do not occur in their own language. The teacher gives oral practice to train them to hear these sounds. It is the teacher's responsibility to give a correct model and to see that the pupil responds correctly.

The program outlined in this guide stresses the acquisition of speech patterns rather than the mastery of word lists. For this reason, the pupil is required to speak in complete sentences. The intonational pattern of each sentence is vital to the mastery of a speech pattern, and the teacher should emphasize this aspect as well as the structure of the sentence. The teacher listens for mistakes in intonation and stress as the pupil says the sentence and she corrects him immediately by reproducing the correct pattern. When the teacher feels the pupil has completely mastered the structure of the sentence as well as the intonational pattern, and his response in both areas has become automatic, she no longer needs to insist on complete sentences from this pupil.

Hand Gestures

Hand gestures play an important part in the use of sentence patterns. The teacher says the sentence or words and then gives the signal for response with her hands. The teacher practices these gestures until they become automatic for her.

All class response

The teacher uses both hands for entire class response.

Half class response

The teacher uses one hand for half class response and indicates which half of class is to respond. A variation of this type of response is to have the boys repeat the pattern, then the girls.

Individual response

The teacher points to one pupil for individual response and places her other hand over her lips in order to signal the others to remain quiet.

Several problems encountered by native speakers of Spanish are listed below along with procedures to correct them. After the teacher uses these minimal pair drills, she should immediately put the words in sentences.

I. Contrasting the short sounds of i, e, and a:

The teacher prepares a list of words with vowel sounds similar to those listed below. She pronounces the words and the class imitates in unison. She gives individual help where needed.

pit - pet - pat
did - dead - dad
big - beg - bag
bid - bed - bad
miss - mess - mass

II. Use of the z and s sounds:

Spanish has no z sound as represented by the English s. The teacher uses a replica of a bee picture or toy to practice this sound. She moves the bee to indicate flying and says z-z-z-z-z. The class imitates her, at the same time saying the sound.

Since many Spanish speaking students have difficulty with the initial s sound, the teacher uses a toy snake and shows the pupils the snake as she says s-s-s-s. The class imitates her by making the same sound and pretending to be snakes. Then the class repeats the words after her.

stone	stop
stay	still
stairs	

III. Distinguishing between the y and j sounds:

Spanish language oriented pupils often substitute an English j sound for y. The teacher needs to use a yo-yo to introduce the y sound. She bounces the yo-yo as the class says the word yo-yo. The teacher then says different words the same sound and the class repeats them.

yellow	yes	yard	yet	yawn
yell	you	year	yarn	young

The initial j sound can be introduced with the word jump. The teacher says the word and jumps, indicating for the pupils to imitate her actions and to say the word. The teacher says several words with this sound and the class repeats them after her.

jar	jump	just
jug	John	Jack

IV. Use the sh and ch sounds:

The sh and ch sounds are confusing for many native Spanish speakers. The teacher introduces the sh sound by holding one finger to her lips and saying sh-sh-sh. The class imitates her. She then gives several words with the sh sound for the class to repeat.

sheet	ship
shirt	shell
short	she

The ch sound is distinguished from the sh sound by giving alternating words for each sound.

chin	shirt
church	ship
chair	short
child	sheet

The class can practice the ch sound by pretending to be trains and saying choo-choo-choo.

Part IV: Suggested Teaching Units

UNIT I: OUR SCHOOL

Time Allotment: 4-6 weeks

VOCABULARY

Getting Acquainted

Subjects

ball
boy
cafeteria
chair
children
cookie
desk
door
friend
game
girl
hand(s)
he
I
line
lunch
milk
name
paper
paste
partner
pencil
play
recess
restroom
room
rope
school
scissor
she
soap
song
story
table
teacher
teeth
toothbrush
toothpaste
there
they
this
time
toilet
towel
water
we
what
who
window
you

Responsives

yes
no

Verbs

am
are
do(ing)
drink(ing)
dry(ing)
help
is
play
see
sit(ting)
stand(ing)
wash(ing)

Incidental

ask
bounce
bring
brush
color
come
find
go
listen
wait
walk
wear

Adjectives

a
an
first
her
his
my
that
the
your

Adverb

not

School Environment

Subjects

black
blue
book
bookshelf
brown
chalk
chalkboard
clock
eraser
flag
flowers
green
man
janitor
light
office
orange
playground
principal
puzzles
nurse
record
record player
red
rope
seesaw
sidewalk
slide

Incidental

airplane
balloon
bell
blocks
boat
circle
drum
engine
partner
triangle
wheel

Adjectives

all
big
few
little
many
these
those
one
two
three
four
five

Adverb

where

Verbs

choose
erase
get
give
go
have
like
put
show
stay
take
went
work

Incidental

pull
push
slide
swing
throw
turn

MATERIALS

Transparencies

Getting Acquainted at School
Child Sitting and Standing
Patriotism
School Environment
Working and Playing at School
Six Pictures--pasting, cutting, painting, showing, building with blocks, tearing
Playground--swinging, jumping rope, playing ball
Girl Swinging
Where is the Ball?
Cafeteria Activities

Pictures or Objects

blue (color)
black (color)
book
boy
brown (color)
chair
children
desk
eraser
flowers
fountain (water)
girl
green (color)
janitor
man

Games

Mulberry Bush
Go In and Out the Window
Drop the Handkerchief
Did You Ever See a Lassie
Blue Bird, Blue Bird
Teacher Ball*
Counting Balls*
Guess Who I Am*
Have You Seen My Friend?*
I Say Sit*

Songs

"Good Morning"*
"Sing Me Your Name"*
"Can You Sing"*
"Get Acquainted Song"*
"Look, Look"*
"Good-bye to Everyone"*
"Good-bye Song"*
"When We Go to Play"*
"Five Little Chickadees"

(for Science)

"The Steam Shovel"
"Go In and Out the Window"
"Everybody Do This"*

Nursery Rhymes and Poems

Mary Had a Little Lamb
Jack and Jill
Hickory Dickory Dock
Jack Be Nimble
See Saw Marjorie Daw
Baa, Baa Black Sheep
Little Tommy Tucker

Books and Stories

At School, page 50
Open Windows, pp. 37-45
School and Play, page 56

Filmstrips

F1734 Off to School
F1733 Good Morning

* See Supplementary Materials

UNIT I: OUR SCHOOL

PERFORMANCE OBJECTIVES

The pupil will be able to

- return customary greetings and give appropriate answer when called by name
- use complete sentence for self-identification including both first and last names
- understand and follow commands of walk, sit, stand, go, and get
- answer questions in sentences using "here is," "this is," "there is," "that is," "we are," and "I see."
- identify twenty objects in the classroom
- use pronouns "he," "she,": and "I" in sentences

as measured by teacher evaluation of performance and recorded on teacher revised check list.

INSTRUCTION

The teacher will model all responses and the pupil will answer first in unison, then by groups, and finally, individually. These structured sentences will be repeated daily until pattern is mastered, and proper responses become automatic.

BASIC SENTENCE PATTERNS

Teacher	Pupil
Good morning boys and girls	Good morning Mrs. _____.
How are you today?	I am fine, thank you.
(Teacher points to self)	
My name is _____.	My name is _____.
What is your name?	(Teacher models for each child)

Teacher	Pupil
His name is Juan Garcia.	His name is Juan Garcia.
What is his name?	
Her name is Maria Saenz.	
What is her name?	Her name is _____ _____.
Is Juan here?	
Juan, tell me, "I am here."	Juan; I am here.
Maria	Maria:

Continue until all have had a chance to answer. If pupil refuses to answer, do not insist but continue group practice until each individual gains confidence, and is able to respond.

We are at school.	
Where are we?	We are at school.
The boys came to school.	The boys came to school
girls	girls

Boys stand.
(Motion with hands or assist boys to stand.)
We will sing about the boys.
(Sing Little Boys came to school today to tune of London Bridge.)
Boys sit in your chairs.
(Motion for the boys to sit)
Girls, stand - (Repeat the song for the girls.)
Girls sit.
(Do not expect all of the pupils to respond but reinforce with praise for the group.)

This is our room.	This is our room.
Here is the door.	(pupils repeat).
window	
chalkboard	
table	
chair	
rug	
desk	

(Teacher walks to each object and touches it as she makes the statement.)

Teacher	Pupil
Jose, walk to the door. window rug desk	Here is the door. window rug desk
Boys, Point to the window. (demonstrate) Girls clock Lucia table	There is the window. clock table
Stand, girls. What are you doing? Sit, girls. What are you doing? (Repeat "stand" and "sit" with boys.)	We are standing. We are sitting.
Luis, stand - sit What are you doing? is he she	Luis: I am standing. Class: He is sitting. She
What do you see? (point to object in previous lesson)	I see the door. clock record player book
Do you see the _____?	Yes, I see the _____. Here it is. There
This is a book. What is this? paper paste	That is a book. paper paste
These are scissors. crayons	Those are scissors. crayons
(Place the small objects on the table) Betty, go to the table. Get the book. paste paper	Betty: Here is the book. paste paper

31

Teacher	Pupil
What does she have? he	She has the _____. He
Go to the table. Is the paste there? book	Yes, here is the paste. No, it is not here.
Are the crayons there? scissors chalk	
(Distribute the objects to several pupils) Who has the pencil? paper eraser	I have the pencil. Joe has
Maria, do you have the book?	Yes, I have the book. No, I don't have the book.

OUR SCHOOL

SUPPLEMENTARY DRILLS

The pupil will be able to participate in directed dialogue as measured by teacher observation.

INSTRUCTIONS

The teacher manipulates an animal puppet as she reinforces directed dialogue.

BASIC SENTENCE PATTERNS

Teacher	Pupil
This is Jocko, the monkey.	
Tell Jocko "Good Morning".	Good morning, Jocko.
Ask Jocko how he feels.	How are you, Jocko?
I am fine, thank you.	
How are you?	I am fine thank you.
Ask Jocko if he likes school.	Do you like school?
Yes, I like school.	
Do you like school?	Yes, I like school.
Ask Jocko what he likes to do.	What do you like to do?
I like to _____.	
What do you like to do?	I like to _____.

SCHOOL PERSONNEL

PERFORMANCE OBJECTIVES

The pupil will be able to:

- recognize 100% of the school personnel presented.
- locate independently the cafeteria, office, nurse's room, library, and rest rooms.
- tell two duties of each helper

as measured by teacher observation of pupil performance.

INSTRUCTIONS:

Obtain permission to tour the school and playground. Visit all parts of the school plant. Introduce the principal, nurse, librarian, maid, janitor, and cafeteria manager.

BASIC SENTENCE PATTERNS:

Teacher	Pupil
This is our school.	(Repeat)
This is _____ school.	
This is the cafeteria.	
We eat in the cafeteria.	
(Continue with the same basic sentence pattern and include swings, seesaw, and other features on the playground.)	
This is Mr. _____.	
He is our principal.	
He's	
How do you do?	How do you do?
Who is this?	He is _____.
	He's
Who is he?	He is our principal.
What is he doing?	He is working in the office.
He is working in the office.	
Maria, ask Jaime what the principal is doing?	Maria: Jaime, what is the principal doing?
This is Mrs. _____.	How do you do?
Miss	
She is our school nurse.	
She's	
Who is this?	She is our school nurse.
What is her name?	Her name is _____.

Teacher	Pupil
The nurse is kind. clean our friend	(Repeat)
The nurse helps us. She is working in the health room. What is she doing?	She is working in the health room. She's
What color is her dress? What color is her hair?	Her dress is _____. Her hair is _____.
Maria, ask Gilberto if the school nurse is here.	Maria: Gilberto, is the nurse here? Gilberto: The nurse is here. is not isn't
This is _____. He is our janitor. custodian	
He is tall. big nice friendly	(Repeat)
What is he doing?	He is cleaning the room. sweeping washing the windows cutting the grass watering the grass
Juan, ask Maria who this is.	Juan: Maria, who is this? Maria: That is the janitor.
David, ask Luis who is working in the school.	David: Luis, who is working in the school? Luis: The _____ works in the school.

(Introduce other personnel as the teacher aide, cafeteria manager, librarian, maid, and safety patrol.)

35

UNIT I: MY SCHOOL

Pre Test and Post Test

INSTRUCTIONS

Check the following items:

- knows full name
- identifies objects
- interprets action, using correct verb form

36

UNIT I: OUR SCHOOL

Evaluative Check List

SCHOOL: _____ TEACHER: _____

	Pupil's Name												
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	
Knows full name													
Identifies objects*													
Interprets action													

6/10 Number right
Number tested

37

SUPPLEMENTARY MATERIALS

Songs

The First Grade Book
Ginn and Company

a. "Good Morning" - page 6

Good morning, good morning,
Good morning to you!
Good morning, good morning,
Oh, how do you do?
Good morning, good morning,
I'm fine, how are you?

b. "Can You Sing?" - page 4

Can you sing, can you sing,
Can you sing me a song?
I can sing, I can sing,
I can sing you a song.

c. "Good Morning" - page 54

Good morning! Good morning!
You are very well, I see.
Good morning! Good morning!
Come walk along with me.

d. "Good-bye to Everyone" - page 68

Good-bye! Good-bye!
For now the day is done.
Good-bye! Good-bye!
Good-bye to boys and girls!

e. "Sing Me Your Name" - page 6

Sing me, sing me, sing me your name.
Marie, Marie, that is my name.

f. "Look, Look" (Tune: "Skip to My Lou")

Look, look, look, for the boy (girl)
Look, look, look for the boy
Look, look, look, for the boy
Look and look and look.
I bounce, bounce the ball.
I bounce, bounce the ball.
I bounce the ball.

Substitute "words," "catch," "throw"

g. "Getting Acquainted Song" (Tune: "Farmer in the Dell")

Hello, hello, hello.
Hello, hello, hello.
Before it's time for us to go,
It's you I want to know.

This same activity may be adapted to individual activity by changing the words, substituting "desk," "chair," "table," "window," etc.

(Tune: "Farmer in the Dell")

Juan walks to the door.
Yes, Juan walks to the door.
Heigh, ho, the merr-i-o.
Juan walks to the door.

Music for Early Childhood
Silver Burdett Company

h. "Good-bye Song"--page 27

Now we must all go home
Tell me good-bye and
I'll tell you good-bye and,
Then we'll all go home.

i. "When We Go To Play" (Tune: The Mulberry Bush)

What shall we take when we go to play,
Go to play, go to play?
What shall we take when we go to play
When we go to play?
We will take our bat and ball -- etc.
We will take our bicycles -- etc.
We will take our roller skates -- etc.
We will take our jumping ropes -- etc.
We will take our jacks and ball -- etc.

Growing with Music
Prentice-Hall, Inc., Book 1

j. "Five Little Chickadees" --page 85

k. Everybody Do Like Me (Tune: Mary Had a Little Lamb)
(Leader leads children in any hand motions.)

Everybody do like me,
Do like me, do like me.
Everybody do like me.
Do it just like me.

Games

a. Counting Balls

Here's a ball (use thumb and pointing finger on hand to indicate ball)
And here's a ball (use thumb and pointing finger on both hands to indicate ball)
And a great big ball I see. (use arms and hands to form large ball)
Shall we count them?
Are you ready?
One! Two! Three!

b. Guess Who I Am

The class stands in two lines with backs to one another. The teacher signals one person to step out of his line and give three clues about himself. The other line tries to identify him.

c. Have You Seen My Friend?

Class forms a circle. The leader asks a player, "Have you seen my friend?" Player says, "What is his name?" The leader answers, "His name is _____" and the player says, "Here is your friend,_____."

39

Games (Cont'd)

d. I Say Sit

The class forms a circle. The leader gives a command, such as "sit down," "stand up," or "turn around." The class responds by doing what the leader says. The leader tries to confuse the class by doing the opposite.

Teacher Ball

In a group of ten children, one pupil stands about six feet from the others who are in a line facing him. He is called "The Teacher." "The Teacher" bounces the ball to the first pupil in the line to his left, saying, "Catch the ball, Ricky." Ricky bounces the ball back to "The Teacher," saying "Catch the ball, Teacher." "The Teacher" continues until all have had a turn and then gives the ball to the first in line who becomes "The Teacher." The first "Teacher" goes to the end of the line.

ACTIVITIES

Provide a full length mirror for determining self identification as portrayed by

- **color of hair**
- **identificable features**
- **size**
- **family resemblance**
- **cleanliness**

If possible, take pictures of children engaged in classroom activities and use for class discussions.

Use puppets designated as the principal, school nurse, cafeteria manager, and other school personnel to dramatize their duties in the school.

Take trips around the school to the office, cafeteria manager, and nurse's office.

Role play cafeteria manager or nurse in housekeeping center.

Provide each child with a toothbrush and supervise tooth brushing.

Show the prepared slides before and after field trips and use as a basis for conversation.

Use filmstrips or posters showing children in classroom situations. Elicit statements from the children, pertaining to activities portrayed.

CONTINUING ACTIVITIES FOR CLASSROOM ROUTINE

These activities will be used throughout the year and will be enlarged as the pupils vocabulary becomes more extensive.

PERFORMANCE OBJECTIVES

The pupil will be able to:
- use the proper vocabulary in classroom situations
- identify articles needed for cleanliness in the classroom
- perform the tasks necessary for smooth classroom routine as measured by teacher observation.

BASIC SENTENCE PATTERNS

Teacher	Pupil
It is time for a snack. It's lunch	
I will wash my hands. I'll (demonstrating) What am I doing?	You are washing your hands. You're
I am drying my hands. I'm (demonstrating) What am I doing?	You are washing your hands. You're
I am drying my hands. I'm (demonstrating) What am I doing?	You are drying your hands. You're

41

Teacher	Pupil
Pedro, wash your hands. Janie (command)	
What is Pedro doing? Janie	He is washing his hands. She's her
Put the paper towel in wastebasket.	I put the paper towel in the wastebasket.
Maria, wash your hands.	I'm washing my hands.

(Continue using this pattern until all have washed and dried their hands.)

These are napkins. What are these?	Those are napkins.
I will pass the napkins. What did I do?	You passed the napkins.
This is milk. What is this? What's	This is milk. That's
This is your milk. straw cookie	Thank you. (repeat) (repeat)
What is this? What's	This is milk. a straw These are cookies.
Put your milk carton, napkins, and straws in the basket or Pablo, pass the basket. Put your milk cartons, straws, and napkins in the basket.	

Teacher	Pupil
It is time to go to lunch. It's Let's wash our hands.	(Repeat)
(Use sentence pattern for washing hands.)	
It is time for rest. It's Go to your _____ Maria.	I will go to my _____. I'll
Lie down on your _____. or Put your head down.	I will put my head down. I'll
Close your eyes.	I will close my eyes. I'll
Be very quiet.	I am resting. I'm quiet.
It is time for a story. It's game Let's get in a circle. sit It is time to go home. It's	(repeat)
(Teacher phrases her directions each day using consistent sentence patterns with appropriate demonstrations.)	(Pupils respond to instruction and demonstrate individually and in groups.)

CONTINUING ACTIVITIES FOR HEALTH

Continuing activities for health are activities that will be introduced in the first unit. The teacher will be responsible for expanding this unit throughout the year as the need arises.

43

INSTRUCTIONS:

Pantomime procedures for washing hands and face, brushing teeth, and combing hair. Class pantomimes teacher's actions repeating basic sentence patterns. If possible, have each child bring a wash cloth, toothbrush, toothpaste, and comb, and actually perform these operations every morning. The teacher's aide assists.

BASIC SENTENCE PATTERNS:

Teacher	Pupil
I'm washing my hands. (Pantomime)	
What am I doing:	You're washing your hands.
I'm washing my hands with soap.	
What am I doing?	You're washing your hands with soap.
I'm washing my hands with soap and water.	
I'm drying my hands.	(Continue using this procedure.)
I'm drying my hands with a paper towel.	
I put the paper towel in the basket.	
My hands are clean.	
I put soap on my wash cloth.	
I'm washing my face with soap.	
What am I doing?	
I'm drying my face.	
What am I doing?	
My face is clean.	
This is my toothbrush.	
This is toothpaste. (put toothpaste on toothbrush)	
I'm brushing my teeth.	
The brush goes up and down.	
My teeth are clean.	

Teacher	Pupil
This is a comb. I'm combing my hair. My hair is combed.	(Repeat sentence pattern and reproduce teacher's actions.)
I'm going to the restroom. I'm flushing the commode. I'm washing my hands. I'm drying my hands. I 'm putting the paper towel in the basket. My hands are clean.	
This is the fountain. I'm drinking water. (Stress the importance of not putting mouth on fountain.)	
I'm sneezing. (Stress the importance of covering mouth with hand.)	(Repeat individually as the need arises.)
I covered my mouth.	
I'm coughing.	
I blew my nose.	
I used my handkerchief.	

CONTINUING ACTIVITIES FOR LEARNING CENTERS

PERFORMANCE OBJECTIVES

The pupil will be able to

- make a verbal choice of activities
- care for equipment and use supplies properly
- replace materials
- use meaningful vocabulary

as measured by teacher observation and recorded on check list.

INSTRUCTIONS

The teacher will take a small group of pupils to the library center and model sentence patterns to describe procedures for utilizing materials and equipment.

BASIC SENTENCE PATTERNS

Teacher	Pupil
This is our class library.	(Repeat)
We have pretty books.	
We may sit at the table.	
We may look at the books.	
We will turn the pages carefully. (Demonstrate)	
We will put the books on the shelf.	
This is a record.	
record player	
We will listen to the record.	
We will hear a story.	
This is a tape recorder.	
We can tell a story.	
hear ourselves	
Listen carefully.	
This is our science center.	(Repeat)
What do you see?	I see a _____.
What is this?	That is a _____.
What is it for?	(Answers will vary.)

Teacher	Pupil
How does it feel? Is it hard? soft warm cold rough smooth	
Where did it come from?	
(As the science table will be changed very often, these questions will of necessity, vary. The center should contain an aquarium, animal cage, insect, cage, magnets, rock and shell collections.)	
Where did rocks come from? shells nests eggs	(Encourage pupil to try to supply the answer)
This is a magnet. magnifying glass telescope battery flashlight	This is a magnet. magnifying glass telescope battery flashlight
What can it do? Let's see what it will do? (demonstrate) You may use this.	
(Indicate aquarium, terrarium, and animals or plants in classroom. Utilize sentence patterns to stress importance of proper care.)	
This is an aquarium. a terrarium an animal home a cage a plant	This is an aquarium. a terrarium an animal home a cage a plant

Teacher	Pupil
What do the fish need? plants animals	They need food. air water
How do fish move? the animals	The fish swim. They walk crawl fly (answers will vary)

(The teacher should use the question method to help the child develop the ability to make observations of his own)

Do the fish have teeth?
How does the turtle feel?
How many feet does the _____ have?
What color are the bird's feathers?

(The teacher or teacher aide should encourage conversation by observing and questioning while the pupil works.)

This is the block center.
You may play here.
What can you make?
Would you like to make a _____?

I can make a _____.
Yes, I can.
No, I can't.

Find another block like this one.
Which block is longer?
Do these look alike?
Is it too long?
short
Could you use this?

(provide some toy that might give direction to building, such as cars and trucks to suggest garages or streets, people or animals to suggest homes or cages.)

HOUSEKEEPING CENTER (Continuing Activities)

PERFORMANCE OBJECTIVES:

The pupil will be able to:

- express creativity in role-playing situations
- replace materials and/or supplies at close of work-play period

as measured by teacher observation.

INSTRUCTIONS:

The center provides for free, spontaneous play conducive to encouragement of language and communication. The teacher initiates pupils into free play activity. The pupils need active guidance to begin using work-play materials. The teacher or aide takes an active part talking with the pupils about the materials and how they can be used. A home environment is provided in this center. There should be a play table and chairs, refrigerator, stove, cabinet, sink, dishes, pots and pans, silverware, iron, ironing board, doll bed with blanket, spread and pillow, broom, mop, carpet sweeper, dolls, doll clothes, doll buggy, rocking chair, dress up clothes for both boys and girls.

BASIC SENTENCE PATTERNS

Teacher	Pupil
This is our house. A family can live here. What can mother do? Mother can cook. wash the clothes feed the baby	(Repeat)
Maria, are you the mother? A father lives here- What can father do? Father can wash the car. buy groceries help mother	Maria: Yes, I am the mother. (Repeat)
Juan, are you the father?	Juan: Yes, I am the father.

Teacher	Pupil
There are children in the family.	
Pepe, will you be the brother?	Pepe: I will be the brother.
Norma, will you be the sister?	Norma: I will be the sister.
The baby is crying.	The baby is crying.
Norma, will you rock the baby?	Norma: I will rock the baby.
(Teacher continues the dialogue bringing other family members and relatives (grandmother, aunt) into the play situation.)	
Here is the sink.	Here is the sink.
We can wash our dishes here.	We can wash our dishes here.

It may be necessary for the teacher to initiate role-playing situations until the children participate freely.

50

Suggested roles for teacher:

- a neighbor
- a relative
- a playmate of the children

This home center may be converted by the pupils into a:

- hospital
- cafe
- beauty shop
- picnic outing
- birthday party

CONTINUING ACTIVITIES FOR WOODWORKING CENTER

INSTRUCTIONS

The woodworking center must be closely supervised. Only one or two at a time work.

BASIC SENTENCE PATTERNS

Teacher	Pupil
This is a hammer.	(Repeat)
saw	
plane	
brace	
bit	
nail	
How will you use the _____?	(Answers will vary.)
Would you like to saw the board?	
What can you make?	
What does it do?	

(The teacher or teacher aide asks questions and makes comments that lead the pupil to verbalize his actions.)

The same procedure should be used at the sand table or with water play. Accessories should be changed often to stimulate thought and imagination. For the sand table, use molds, toy animals, fences, sand toys, sifters, dump trucks. Keep the sand moist.

For water play, use water wheels, funnels, tin cans, toy board, magnetic fish poles.

In the center, stress the importance of putting each toy or piece of equipment in its proper place at the end of the play period.

CONTINUING ACTIVITIES FOR FIELD TRIPS

PERFORMANCE OBJECTIVES

The pupil will be able to
. describe placed visited
. enumerate objects observed

INSTRUCTIONS

. Parent permission must be obtained in written form.
. Notify parents of the place to be visited, the means of transportation to be used, and the time of departure and expected return.
. Plan field trips to extend and enrich classroom oriented experiences.
. Show filmstrips of proposed field trip before and after the field trip.
. Review pertinent vocabulary for use enroute and at destination of trip.
. Organize behavioral patterns such as, choosing partners or dividing into groups under supervision of specific aide.
. Outline only procedures that are necessary for facilitating project.

52

BASIC SENTENCE PATTERNS

Teacher	Pupil
Let's pretend. If we look out of the window of the bus as we ride, what will we see?	We will see trees. grass houses cars
What color is the tree? house car	The tree is green. house white car red
How many wheels will the car have?	It will have four wheels.
How many leaves will the tree have?	There will be many leaves on the tree.
Will we see people?	(Describe people.)

Teacher	Pupil
What will the people be doing?	They will be walking. standing working talking
What other things will we see?	We will see streets stop signs fences cars buses airplanes boats
What will we hear?	We will hear cars. buses airplanes boats We will hear people talking. birds singing
What will we smell?	We will smell smoke. gasoline flowers
What will we feel?	We will feel the wind. sun bus seat window bus moving

53

CONTINUING ACTIVITIES FOR LEARNING COLORS

PERFORMANCE OBJECTIVES

The pupil will be able to

- recognize the colors of objects
- use color words in proper sequence in sentences
- classify objects by color

(Continuing activities for teaching color will be introduced in the first unit. The teacher will be responsible for expanding this unit throughout the year as the need arises.

INSTRUCTIONS:

The procedure used to introduce a specific color appears informal but is in reality highly structured. The particular color being taught is repeated in as many places in the classroom as possible. Color concepts are emphasized in all daily activities, and color consciousness is stressed in all experiences. Introduce all colors in the same manner, and repeat the same basic sentence pattern.

BASIC SENTENCE PATTERNS:

Teacher	Pupil
This is a red apple. ball toy balloon dress color	That is a red apple. That's ball toy balloon dress color
Find the red _____. Bring Show	This is the red _____. Here
Jose, ask Anita to find this color. bring show	Jose: Anita, find the _____ color. Anita: This is the _____ color. Here is
Pedro, ask Juan to find something red.	Pedro: Juan, find a red _____. Juan: Here is a red _____. Here's
What do we eat that is red? that's	We eat tomatoes, apples radishes
What do we wear that is red? that's	We wear red socks. dresses shirts shoes

CONTINUING ACTIVITIES FOR DEVELOPING MATHEMATICAL CONCEPTS

PERFORMANCE OBJECTIVES

The pupil will be able to:

- count objects or children to ten
- make one to one correspondence
- use ordinals through fourth

as observed and recorded on the check list.

INSTRUCTIONS:

Building a foundation for number concepts should be considered a part of every daily schdeule. Numerical experiences are included only as needed in the classroom.

BASIC SENTENCE PATTERNS:

Teacher	Pupil
We will go to the playground. cafeteria restroom bus	(repeat)
Make one line.	
We will go one by one.	
We will get a partner.	
We will walk two by two.	
_____ will be first.	
_____ will be last.	
_____, give everyone a napkin, a cookie a straw milk	(repeat)
This is a big ball. little	
Let's bounce the ball.	
One, two, three, ---	

55

Teacher	Pupil
You bounce the ball.	I bounced the ball. One, two, ...
You caught it once. missed twice	
How many boys are here? girls	There are _____boys. girls
How many do you need? Do you have enough? How many more are there?	I need_____. There are _____more.
Are there more blocks in this set? less toys	There are _____.
Which set has more? less	(indicate)

TEACHING SHAPES

Vocabulary:

circle	triangle	before
square	rectangle	after
		between

PERFORMANCE OBJECTIVES

The pupil will be able to recognize the shapes - circle, square, triangle, and rectangle.

INSTRUCTIONS

Make a set of each shape in the basic colors. Mount on sticks. Distribute to the class.

Teacher:

"We will have a parade. The red square may be first." (Give similar commands until all are in line. March then stand in place.)

Teacher	Pupil
Where is the_____circle?	It is after the _____.
What comes before the _____?	The _____comes before.
What is between the_____square and the_____circle?	The_____is between.

(Put objects of various shapes on a table. Blindfold child and let him identify shapes of objects by feel.)

CONTINUING ACTIVITIES FOR PATRIOTISM

PERFORMANCE OBJECTIVES:

The pupil will be able to:

- say the pledge of allegiance
- recognize the national anthem
- use the right hand in salute
- describe the American flag
- sing patriotic songs

as measured by teacher observation of pupil performance.

INSTRUCTIONS:

The teaching of patriotism begins the first day of school and should be considered a continuing activity. Emphasis is placed upon the meaning of the Pledge of Allegiance, the flag, the salute, and the colors of the flag.

BASIC SENTENCE PATTERNS: (For sample lesson)

Teacher	Pupil
We are Americans. We live in America. We love our country.	(repeat)
This is our flag. It is the flag of our country. It's It is red, white, and blue. It's	
What is this? What's What color is it?	It is our flag. It's It is red, white, and blue. It's
These are the stripes. What are these?	They are stripes. They're

Teacher	Pupil
What color are the stripes?	They are red and white. They're
What color is this part of the flag? (indicate blue field)	It is blue. It's
These are stars. There are many stars in our flag. What are these?	They are stars.
Let's salute the flag. stand. Put your right hand over your heart.	
(Discuss meaning of words.)	
I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation, under God, indivisible, with liberty, and justice for all.	(repeat)
This is our national anthem. (Play record of national anthem) We stand when it is played.	(repeat)
We love our country. We love America. We must show we love our country. Do you know how we can show we love our country? (If no response, give the children some ideas) We must obey the laws. We must come to school everyday. We must try to do our very best at work and play. We must be clean. We must keep our home and city clean.	(repeat)
(Continue adding to this list each day or week.)	

CONTINUING ACTIVITY FOR TEACHING SAFETY

PERFORMANCE OBJECTIVES

The pupil will be able to:

- recognize red, yellow, and green traffic lights and the meaning of these signals.

INSTRUCTIONS:

Use traffic light model.

BASIC SENTENCE PATTERNS:

Teacher	Pupil
This is the traffic light. What is this? Where do you see a traffic light?	That is a traffic light. We see it in the street. on the corner
This light is red. It tells us to stop. What color is this light? What does the light tell us?	It's a red light. It tells us to stop.
This is a yellow light. It tells us to wait. What color is this light? What does it tell us?	It's a yellow light. It tells us to wait.
This is the green light. It tells us to go. We can cross the street. What color is this light? What does it tell us? Can we cross the street now?	It's a green light. It tells us to go. Yes, we can cross now.
(Play traffic light game)	
Maria, ask Mable what traffic light tells us to stop.	Maria: What light tells us to stop? Mable: The red light tells us to stop.

Teacher	Pupil
John, ask Fred if the yellow light tells us to go.	John: Does the yellow light tell us to go? Fred: No, the yellow light tells us to wait.
Angie, ask Lola when we cross the street.	Angie: When do we cross the street? Lola: We cross the street when the light is green.

Take children to a street corner or show pictures that illustrate safe crossing in the street.

I stop at the corner. I stop before I cross the street. I look before I cross. I look for cars. trucks buses	(repeat)
I don't cross if I see a car. truck bus motorcycle	
I don't run into the street. I'm careful. I don't run in front of a car. walk truck bus motorcycle	(repeat)
Where do you cross the street?	I cross at the corner. crossing
When do you cross the street?	I cross the street when the light is green. I cross the street when the patrol boy tells me to cross. I cross the street when no traffic is coming.

(The following are other safety concepts that will be presented as the occasion arises.)

Stay on the swing until it stops.
Stay on the see-saw until it stops.
We do not push children down the steps.
Watch when you walk by the swing.
Stay away from a moving see-saw.

61

Teacher	Pupil

Knives are sharp.
Knives cut.

Matches are not toys.
Matches start fires.

Do not walk with scissors or pencils pointed toward you.

Swim in a safe place.
Only one child rides on a bicycle.

Play in a safe place.
Participate in fire drills.
Do not play with strange animals.
Do not talk to strangers.

RELATED ACTIVITIES

Make Stop Sign and Traffic Lights

Distribute pieces of posterboard and display a pictured model of stop signs and traffic lights. The class is to reproduce by coloring or painting with tempera their own facsimiles. Both sides of the posterboard are used, one side for the green light and the other for red. Stop signs are made in like manner. After these are cut out, the teacher and aide thumb tack them to short doweling pieces and mount in clay bases made by the children. These signs are used by the children in play.

CONTINUING ACTIVITY FOR TEACHING HEALTH

INSTRUCTIONS

Display pictures of children who are ill. If possible, use pictures illustrating children coughing and sneezing. Also display pictures of doctors, nurses, druggists, and dentists.

BASIC SENTENCE PATTERNS:

Teacher	Pupil
(Teacher coughs and covers mouth)	
I am coughing.	
I'm	
What am I doing?	You are coughing.
	You're
Did I cover my mouth?	Yes, you covered your mouth.
When you cough, always cover your mouth.	
What do you do when you cough?	We cover our mouth.
Always?	
(Teacher sneezes and covers her mouth)	
I am sneezing.	
I'm	
What am I doing?	You are sneezing.
	You're
Did I cover my mouth?	Yes, you covered your mouth.
we always cover our mouth when we sneeze.	
What do we do when we sneeze?	We cover our mouth.
Always?	
When we sneeze and cough, we are sick. We have a cold.	
Are we sick when we cough and sneeze?	Yes, we are sick.
Do you have a cold?	I have a cold.
	No, I don't
	you don't
We do not like to be sick.	
We need a doctor when we are sick.	

63

Teacher	Pupil
(Show pictures of a doctor)	
This is a doctor.	
Who is this?	That is a doctor.
The doctor is our friend.	
Is the doctor our friend?	Yes, the doctor is our friend.
When we are sick, we go to a doctor. When do we go to the doctor?	We go to the doctor when we are sick.
The doctor gives us shots. nurse	
The shots make us well again. Who gives us shots?	(repeat) The doctor gives us shots. nurse
Why do they give us shots?	They give us shots to make us well.
The doctor tells us to take medicine. He writes the name of the medicine on paper. We take this paper to the druggist. We get the medicine from the druggist.	
This is a druggist. (Show picture)	
Who is this?	This is the druggist. That
What do we get from the druggist?	We get medicine
Will the medicine help us?	Yes, it will help us to get well again.
(Show picture of a dentist)	
This is a doctor too. He takes care of our teeth. We call this doctor a dentist. (place pictures on chalkboard ledge or chart rack.)	

Teacher	Pupil
The dentist is a doctor.	
We see a dentist when we have a toothache.	
A dentist takes care of our teeth.	
Who is this? (Show picture of dentist) What does he do?	This is the dentist. He takes care of our teeth. He pulls out our teeth.
We should see the dentist even if our teeth don't hurt. He will look at our teeth. He will tell us if our teeth are all right.	
Manuel, tell Jose to show us the doctor.	Manuel: Show us the doctor. Jose: This is the doctor.
Lelia, ask Oscar what this doctor does.	Lelia: What does this doctor do? Oscar: He gives us shots. medicine helps us get well
Sonya, ask Sofia who helps the doctor.	Sonya: Who helps the doctor? Sofia: A nurse helps the doctor.

Invite doctors, nurses, dentists, and druggists to visit the classroom.

HEALTH CONCEPTS TO BE TAUGHT

Go to bed early.

Get plenty of sleep every night.

Eat a good breakfast.

Eat and drink slowly.

Drink plenty of water.

Teacher	Pupil
Eat a variety of food.	
Exercise every day.	
Stand up straight.	
Stay at home when you are sick.	
Do not put objects in your ears or nose.	
Bathe often.	
Do not eat candy between meals.	

CONTINUING ACTIVITIES TO REINFORCE VERB FORMS

PERFORMANCE OBJECTIVES:

The child will be able to:

- use the past tense of verb correctly in answering questions.

Evaluation will be made by teacher observation and recorded on evaluative check list.

INSTRUCTIONS:

The teacher will show a prepared chart containing pictures that would be applicable. The pictures should always be "read" from left to right.

BASIC SENTENCE PATTERNS:

Teacher	Pupil
What did you see? (Teacher covers the picture)	I saw a dog. cat cow
Where did you go?	I went to school. church the store town the show
What did you hear?	I heard a horn. telephone bell bird
What did you lose?	I lost my nickel. purse hat pencil
What did you find?	I found a dollar. penny nickel dime

67

Teacher	Pupil
What did you buy?	I bought candy. cookies ice cream apples
What did you get?	I got _____. _____ _____
What did you bring?	I brought my ball. bat doll
What did you wear?	I wore my new shoes. suit hat dress coat

PERFORMANCE OBJECTIVES

The child will be able to:

- use the prepositions in answer to questions about position
- make positive and negative statements using singular and plural subjects
- use contractions isn't and aren't

as measured by teacher observation and recorded on checklist.

INSTRUCTIONS

Place toys in singular and plural sets in various positions to illustrate on, in, under, over, behind, between, and in front.

BASIC SENTENCE PATTERNS

Teacher	Pupil
(Indicate one toy) Where is the ball?	The ball is on the table. under chair by box in house
_____, get the car. Put it in the box. on the table under the box beside the chair	(Pupil follows teacher's instructions.)
Class, where did he put the car?	He put it in the box. on the table under the box beside the chair
(Draw a chalk square or circle on the floor)	
Maria, stand in the circle. square _____ behind Maria _____ in front of _____ _____ beside _____ on the other side of_____	
Where is Maria?	She is in the circle. between _____ and _____
Where is _____.	He is beside _____.

CONTINUING ACTIVITIES TO DEVELOP MOTOR SKILLS

PERFORMANCE OBJECTIVES

The pupil will be able to:

- complete simple puzzles
- string beads forming designs
- place pegs in design on a peg board
- cut and paste pictures as directed
- produce recognizable art work

as observed and recorded on check list.

INSTRUCTIONS

The teacher and teacher aide will observe the pupil as he performs tasks involving eye-hand coordination. At stated intervals, the pupil's progress will be measured by teacher observation and recorded on the check list.

EVALUATIVE CHECKLIST

School:_____ Pupil's Name:_____

Teacher:_____ Date:_____

Prepositions	Repeats in Basic Pattern	Demonstrates Concept of Meaning	Uses Correctly in Social Situations	Remarks
on*				
in				
over				
behind				

* This is a sample evaluative checklist. Teacher will compile list of words to be tested and add to form.

UNIT II - MY FAMILY AND MY HOME

MY FAMILY AND MY HOME

Approximate Time Allotment: 6-8 weeks

VOCABULARY

Subjects

aunt
baby
brother
family
grandfather
grandmother
sister
ankle
arm
back
body
chin
ears
elbow
eye
face
feet
finger (nail)
foot
hair
heel
hip
knee
leg
lip
mouth
neck
nose
shoulder
teeth
thumb
toe (nail)
tongue

Verbs

call
cry
eat
hear
hop
jump
laugh
love
need
raise
rub
run
shake
smile
speak
stretch
talk
touch
turn

Adjectives

bad
big
bigger
biggest
every
everyone
fat
good
large
larger
largest
left
long
right
short
tall
taller
tallest
thin
six
seven
short
shorter
shortest
eight
nine
ten

Preposition

off

Outside the Home

clothes line
clothes pin
flower bed
flower (s)
garage
grass
ground
hoe
house
lawn (mower)
mail (box)
rake
roof
side
step (s)
trash can
tree
wall
window

Inside the Home

Living Room

chair
curtain
lamp
piano
picture
radio
rug
sofa (divan)
television
vase
visitor
window shade

Dining Room

bowl
cup
dishes
fork
glass
knife
napkin
plate
saucer
spoon

Bedroom

bed
chest of drawers
clothes hanger
mattress
mirror
needle
pins
rocking chair
sheet
sew
sewing machine
thimble
thread

Bathroom

commode
bath mat
bathtub
lavatory
toilet paper

Kitchen

bucket
broom
cabinet
cleaning
powder
coffee pot
cupboard
dish pan
dish towel
fire
ice (box)
iron
ironing board
kettle
matches
mop
oven
pail
pan
pot
refrigerator
shelf
shelves
stove
washing machine

Verbs

bake
break
brush
build
clean
close
cook
cut
dress
dry
dust
fill
flush
iron
live
make
mop
open
put (ti
scrub
sew
sleep
step
sweep
take
water

Incidental V.

beat
dance
fix
think
pass
pour

Adjectives

any
beautiful
different
happy
none
pretty
sad
same
some

Prepositions

inside
outside

Vocabulary (continued)

Science	Common Expressions (to be taught as needed)		Drill:
Subjects			
electricity	are you listening?	blow (your nose)	"pretty" not "purity"
light switch	turn around	brush (your teeth)	"mouth" not "mouse"
toaster	cut the grass	comb (your hair)	"teeth" not "tease"
star	keep clean	move (your feet)	"live" not "leave"
moon	have fun	nod (your head)	"ten" not "tin"
	visit with friends	raise (your arm)	
	go to bed	stretch (your arms)	
	wash the dishes	swing (your leg)	
	wake up	take (a bath)	
	make a cake	wash (your face)	
	water the lawn	wave (your hand)	
	listen to the radio		
	watch T.V.		
	set the table		
	play the piano		
	get dressed		
	put on		
	go to sleep		
	build a house		
	brings the mail		

Materials

Pictures or Objects	Transparencies			
	A. My Family			
baby	The Family	Farmer in the Dell	"Bye Baby Bunting"	"The Three Bears"
back yard		What Do We Need?	"Little Jack Horner"	
bathroom	Mother and Baby	Looby Lou		"Little Red Riding Hood"
bathtub		Cleaning Your Yard*	"Fascinating Finger Fun"*	
bed	Brother running			
bedroom		Lost and Found*	"Two Little Blackbirds"*	"The Three Pigs"
bowl	Brother calling sister	Mulberry Bush (Substitute wash the Clothes)		
broom			"The Family"*	"Snow White and the Seven Dwarfs"
chair	Boy marching with flag and walking	Simon Says: Ring A Ring O'Roses (Rind Around a Rosy)	"Mary, Mary Quite Contrary"	
clothes line				
coffee pot		Moving Van*	"Rock-A-Bye Baby"	"The Gingerbread Boy"
commode	Girl waving	*See Supplementary Materials		
cup			"The Queen of Hearts"	
cupboard	Facial expression	Songs		Filmstrips
dining room		Our House*	"Wee Willie Winkle"	F-359 Fun on a Picnic
dish pan	Jumping, stretching, and walking	Thumbkins*		
dishes		Put Your Finger on*	"Jack and Jill"	
dish towel				
fire	Health habits		*See Supplementary Materials	
flowers				
flower bed				
fork				
front yard				
hoe				
house				
iron				

Continued - Materials

Pictures or Objects	Transparencies			
ironing board kitchen knife lamp lawn mower lavatory living room matches mattress mirror mop napkin needle oven pan pillow piano picture pitcher plate radio rake rocking chair roof rug saucer shade sheet	B. Our Home Yard scene with family Opening and closing doors and windows Six pictures working and playing at home Child Sleeping Boy Playing at home Working and playing at home Girl and Boy Outdoor Activities at Home Day and Night Over view of Home	Ten Little Indians Number Play* I'm Tall, I'm Small* *See Supplementary Material	"Jack Be Nimble"*	Filmstrips F-1103 Homes in the City Songs Songs for Our Small World, Just Like Me, page 37

Field Trip: Visit a home

Continued - Materials

Pictures or Objects	Transparencies
shelf	Livingroom
sink	Bedroom
sofa	Kitchen
spoon	Dining Area
stove	
television	
thimble	
thread	
toilet paper	
tree	
vase	
wall	

MY FAMILY AND MY HOME
EVALUATION CHECKLIST

INSTRUCTIONS:

Display picture of family members and check number of questions pupils answer correctly on devised check list.

Family Members

1. Who is this? (Father)
2. Who is this? (Mother)
3. Who is this? (Sister)
4. Who is this? (Brother)
5. Who is this? (Baby)

Comparative size

1. Who is smaller than father? (answers vary)
2. Is mother larger than sister? (Yes)
3. Who is the smallest one? (Baby)
4. Who is the tallest in the family? (Father)

Parts of body

Instruction: Display face of father, entire figure of brother.

1. Show me father's eyes.
2. Show me father's nose.
3. Show me father's ears.
4. Show me father's hair.
5. Where are brother's legs?
6. Where are brother's hands?

Chores of Family

Instruction: Display picture of family members..

1. Who mows the grass? (answers vary)
2. Who rocks the baby?
3. Who washes the clothes?
4. Who takes out the trash?
5. Who washes the dishes?

Rooms of the house

Instructions: Display living room, dining room, kitchen, bedroom, and bathroom.

1. Where does the stove belong that mother uses to cook our food?
2. Where does the sofa belong?
3. Where is the tablecloth?
4. Where is the mattress?
5. Where is the lavatory?
6. Where is the refrigerator?
7. Where do we put the plates?

Unit 2 Our Home and Our Family

	Pre	Post	Pre	Post	
Identify Family Members*					
Comparative size					
Parts of the body					
Chores of the family					
Rooms of house					

080

MY FAMILY AND MY HOME - FAMILY MEMBERS

PERFORMANCE OBJECTIVES

The pupil will be able to use complete sentences in

- identifying family members as measured by use of puppets depicting family in dramatizing song "Where is Father?"
- describing family members as to comparative size as measured by verbal description of pictures
- identifying parts of body in relation to family members as measured by teacher observation during show and tell activities.

INSTRUCTIONS

Display individual rubber, plastic, cardboard or plywood family figures.

Show pictures of different types and sizes of families.

BASIC SENTENCE PATTERNS

Teacher	Pupil
This is a family. the father. (indicate)	(Repeat) That is the father.
Who is this? This is the mother. sister baby	This That is the mother. sister baby
Is this the mother? (Indicate picture of a father.)	No, that is not the mother. That is the father.
Is this the mother? (Indicate picture of a mother.)	Yes, that is the mother.

(Continue this pattern with other members of the family. Place family figures in a row.)

Father is tall. (Indicate) Is father tall?	(Repeat) Yes, father is tall.

Teacher	Pupil
Father is taller than mother. Is Father taller?	Yes, father is taller.
Mother is shorter than father. (Indicate)	(Repeat)
Is mother taller than father?	No, mother is shorter than father.
Is the brother big? (Hold figures of baby and brother for comparison)	Yes, he is big.
Is the baby little?	Yes, the baby is little.
Is the baby bigger than the brother? (Hold figures of baby and sister for comparison)	No, the baby is smaller than the brother.
Is the sister big? little	Yes, she is big. No
(Use pictures of babies) Is the baby happy? crying	Yes, the baby is happy. crying
Is the baby happy? (Show pictures that illustrate)	No, the baby is not happy.

(Be familiar with the child's background to avoid embarrassing him.)

What is your father's name? What's mother's sisters' sisters' brother's brothers' baby's Is the baby a boy or a girl?	My father's name is _____. His My mother's name is _____. Her sister's name is _____. brother's name is _____ brothers' names are _____ baby's name is _____. The baby is a boy. girl

Teacher	Pupil
Are you the baby in your family?	I am the baby. am not
Jose, ask Elena her father's name.	Jose: What is your father's name? Elena: My father's name is _____.
Juana, ask Elias if father is big.	Juana: Elias, is father big? Elias: Yes, he is big. father
Elvira, ask Rey if baby can walk.	Elvira: Rey, can baby walk? Rey: Yes, baby can walk. No
Nora, ask Elio, if he has any brothers.	Nora: Do you have any brothers? Elio: Yes, I have brothers. I have any brothers.
Teresa, ask Jose how many sisters he has.	Teresa: How many sisters do you have? Jose: I have _____ sisters.
Where does you father work? mother	He works _____. She
Do you help mother?	Yes, I help mother. wash dishes run errands take care of the baby
Do you help father?	Yes, I help father. cut the grass wash the car take the trash outside

PARTS OF THE BODY

INSTRUCTIONS

Relate vocabulary for parts of the body to other members of the family.

Use same basic sentence patterns.

BASIC SENTENCE PATTERNS

Teacher	Pupil
These are my eyes. This is my nose. mouth teeth	(Repeat)
This is my face. head hair	(Repeat)
I have two eyes. I can see with my eyes. shut open	I have two eyes. can see with my eyes. shut open
Jose, look at Maria's eyes. What color are they?	Jose: They're brown.
Lupe, ask Sylvia the color of her eyes.	Lupe: Sylvia, what color are your eyes? Sylvia: My eyes are brown.
What can you do with your eyes?	I can see. wink open my eyes shut
What are these? (point to eyes) How many are there? What color are they?	They are eyes. There are two eyes. They're _____.

Teacher	Pupil
Show me your hands. How many hands do you have? What can you do with your hands?	These are my hands. I have two hands. I can clap my hands. shake roll wave

(Continue this procedure with other parts of the body. Display pictures of faces for family members.)

Show us the father's face.	This is the father's face.
Show us the baby's eyes.	These are the baby's eyes.
Show us the mother's hair.	This is the mother's hair.
Is the mother's hair long?	No, the mother's hair is short.
Juan, tell Lola to show us the brother's legs.	Juan: Lola, show us the brother's legs. Lola: These are the brother's legs.
Gloria, ask Josefa if she can see the sister's ears.	Gloria: Can you see the sister's ears? Josefa: No, I can't see her ears.

(Continue these patterns asking similar questions, using the basic vocabulary for parts of the body and members of the family.)

OUTSIDE THE HOME

PERFORMANCE OBJECTIVE

The pupil will be able to use complete sentences in repeating home address as directed by teacher measured by playing of game "Lost and Found."

INSTRUCTIONS

Show pictures of different types of homes, including of the house, the front yard and the back yard. Obtain address of each pupil to assist pupil in answering, "Where do you live?"

BASIC SENTENCE PATTERNS:

Teacher	Pupil
We have talked about our families. Now we will talk about the houses we live in. We will talk about our homes.	
This is a house. It is someone's home.	That's a house. It's someone's home.
A family lives here.	
Who lives here?	A family lives here.
Where do you live?	I live at _____ Pupil's address
Do you live near? far?	I live near. far.
This is the garage. carport	This is the garage. carport
This is the roof. mailbox yard grass	(repeat)
These are the trees. These are the beautiful flowers. The yard has trees. grass. flowers	(Pupils answer in complete sentences using basic sentence patterns.)
What color is this house? How many doors do you see? How many windows do you see?	

INSIDE THE HOME

PERFORMANCE OBJECTIVES

The pupil will be able to use complete sentences in :

- enumerating chores performed by individual family members
- describing tactile experiences with household materials as measured by show and tell activity.

The pupil will be able to use complete complete sentences in identifying rooms of house and functions of furnishings and measured in games of "Moving Van" - (moving doll house furniture in large truck and identifying each piece as it is unloaded and placed in room where it belongs.) Evaluation of the above objectives will be recorded on a teacher devised checklist.

THE LIVING ROOM

INSTRUCTIONS:

Display pictures illustrating several different types of living rooms. Demonstrate with toy furniture and transparencies.

BASIC SENTENCE PATTERNS:

Teacher	Pupil
This is the living room. We do not play in the living room. When friends come to our house, they sit and talk in the living room.	
This is the living room. sofa rug radio television piano table lamp floor lamp	(repeat)
These are the curtains	
What is this? (point to the picture of a living room or the furniture there.)	
What color is the _____?	
Where do you sit?	
What is on the floor?	(Pupils answer in complete sentences using basic sentence patterns.)
What is on the table?	(answers vary)

Teacher	Pupil
What does the lamp do?	The lamp gives light. lights the room
Where are the curtains?	The curtains are on the windows. at over
Where is the piano?	The piano is _____.
What is the vase for?	The vase is for flowers.
Do you watch television?	(Answers vary.)

DINING ROOM

INSTRUCTIONS

Show pictures illustrating several different types of dining rooms. Demonstrate with toy furniture and transparencies.

BASIC SENTENCE PATTERNS

Teacher	Pupil
This is a dining room. Some families eat in a dining room.	(Repeat)
This is a table. These are chairs.	(Repeat)
This is a tablecloth.	(Repeat)
This is a tablecloth. The tablecloth is on the table. napkins are plates cups saucers knives forks spoons bowls glasses pitcher is	(Repeat)
(Point to objects in dining room pictures.)	
What is this? What's What color is it? Is it big or little?	(Pupils answer in complete sentences using basic sentence patterns.)
How many chairs do you see? Where are the dishes? What dishes do you see? What color are the dishes? Do you see a rug?	

Teacher	Pupil
What do you do with the napkins?	We clean our mouth with our napkins.
Jaime, ask Rita where the pitcher is.	Jaime: Where's the pitcher? Rita: The pitcher is on the table.
Juan, what do you think is in the pitcher?	Juan: I think some milk is in the pitcher. water tea
Isabel, ask Teresa what we do in the dining room.	Isabel: What do we do in the dining room? Teresa: We eat in the dining room.
Juan, ask Marta to tell us what is _____. (color)	Juan: Marta, what is _____? (color) Marta: The _____ and _____ are _____. (color)

BEDROOM

INSTRUCTIONS

Demonstrate with toy furniture and transparencies. Show pictures illustrating several different types of bedrooms.

BASIC SENTENCE PATTERNS

Teacher	Pupil
This is the bedroom.	
We sleep in the bedroom.	
Th.s is the bed.	(Repeat)
dresser	
mirror	
chest of drawers	
rocking chair	
closet	
We sleep in the bed.	
This is the mattress.	
We put a sheet on the mattress.	
We put pillows on the bed.	
We put pillowcases on the pillows.	
The bedspread is on the bed.	
We go to bed at night.	
We sleep on the bed.	
We sleep at night.	
(Display picture of a bedroom.)	
What is this?	That is the _____.
What do you see in the bedroom?	I see _____.
What color is the bed?	The bed is _____.
bedspread	
blanket	

INSTRUCTIONS

Demonstrate with toy furniture and transparencies. Show pictures illustrating several different types of bathrooms.

BASIC SENTENCE PATTERNS

Teacher	Pupil
This is a bathroom. bathtub shower lavatory commode toilet paper	(Repeat)
We wash our hands in the lavatory. face	
We take a bath in the bathtub. shower	
We use the commode. flush	
What is this? (Teacher points to objects in bathroom.)	That is a _____.
What color is the _____? How many _____ do you see? Is the bathroom clean?	It is _____. I see _____. Yes, it is clean.
Janie, ask Leo what is in the bathroom.	Janie: What's in the bathroom? Leo: A lavatory is in the bathroom. bathtub commode
Jose, ask Juan what we will do in the bathroom.	Jose: What do we do in the bathroom? Juan: We will wash our face. take a bath use the commode
(Provide social situation to reinforce vocabulary.)	

KITCHEN

INSTRUCTIONS

Show picture or transparency of kitchen, toy dishes, stove, mop, and broom.

BASIC SENTENCE PATTERNS

Teacher	Pupil
This is the kitchen. Some families eat in the kitchen.	(Repeat)
This is the stove. Mother cooks on the stove.	
This is the oven. Mother bakes in the oven.	
These are matches. We use matches to light the stove.	
This is the kitchen table. cabinet cupboard	(Repeat)
These are the drawers. The knives are in the drawers. forks spoons dish towels	
This is the refrigerator. It's cold inside. We will put food in the refrigerator. water	
This is the kitchen sink. We wash dishes in the sink.	
This is the broom. We sweep the floor with a broom. to make it clean	

Teacher	Pupil
This is a mop. We mop the floor with a mop. to make it clean When the floor is clean, it is pretty.	(Repeat)
These are pots and pans. We cook food in the pots and pans. We put the pots on the stove. pans	
What is this? (Show picture of a kitchen.)	That's a kitchen.
Where is the stove? refrigerator table sink	The _____ is in the kitchen.
Where does mother cook? wash dishes put the milk dishes spoons	Mother cooks on the stove. washes dishes in the sink dishpan puts the milk in the refrigerator dishes cabinets shelves spoons drawers
Beto, ask Lita what mother does with the broom. mop dish towel	Beto: What does mother do with the broom? Lita: She sweeps the floor. mops dries the dishes
What color is the kitchen? refrigerator stove	It's _____. (color)

(Continue directed dialogue. Use sentence patterns to review color and number.)

SUGGESTED ACTIVITIES

INSTRUCTIONS:

Use doll house and toy furniture.

BASIC SENTENCE PATTERNS:

Teacher	Pupil
What is this?	That is the doll house. That's
Who lives here?	A doll family lives here.
What is this? (Hold toy sofa)	That is a sofa. That's
Put the sofa in a room. stove bed dining room table commode	I put the sofa in the living room. kitchen bedroom dining room bathroom

(Continue until all rooms are furnished.)

(Use toy dishes to set table.)

We will set the table.	
What do I put on the table? What color is the table cloth?	You put a table cloth on the table. The table cloth is _____.
_____, put the plates on the table.	I put the plates on the table. I am putting I've put
_____, put the saucers on the table.	I put the saucers on the table. I'm putting I've put

cups

cups

Unit: MY FAMILY AND MY HOME
FAMILY MEMBERS

PERFORMANCE OBJECTIVES

The pupil will be able to use complete sentences in

. identifying family members
as measured by use of puppets depicting family in dramatizing song "Where is Father?"

. describing family members as to comparative size
as measured by verbal description of pictures.

. identifying parts of body in relation to family members
as measured by teacher observation during show and tell activities and recorded on check list.

INSTRUCTIONS:

Display individual rubber, plastic, cardboard or plywood family figures.

Show pictures of different types and sizes of families.

96

BASIC SENTENCE PATTERNS

Teacher	Pupil
This is a family. the father (Indicate)	(Repeat) That is the father. This
Who is this?	
This is the mother. sister baby	That is the mother. sister baby
Is this the mother? (Indicate picture of a father.)	No, that is not the mother. That is the father.
Is this the mother? (Indicate picture of a mother.)	Yes, that is the mother.

(Continue this pattern with other members of the family.)

Role play: Members of family in housekeeping center. Be sure to include father and brother.
Show transparencies of family at work and at play. Identify members of the family.
Use small rubber family members with doll house.
Use and identify housekeeping equipment while setting table, washing dishes, and cleaning floor.

SUGGESTED ACTIVITIES FOR NUMBER CONCEPTS

INSTRUCTIONS

Use family depicted on transparency and/or flannel board family members.

BASIC SENTENCE PATTERNS

Teacher	Pupil
Father is tall.	Father is tall.
Father is taller than mother.	(Pupil repeats sentence pattern.)
Mother is taller than brother.	
Brother is taller than sister.	
Sister is taller than baby.	

(Use the same basic sentence pattern with shorter, larger, smaller, and bigger.)

Is father the tallest?	Yes, father's the tallest.
Is brother the shortest?	No, he's not the shortest.
Which boy is larger?	
Who is the smallest girl?	

Ten little fingers	(Repeat
Ten little toes	
Two little eyes	
One little nose	
Two little ears	
One little chin	
One little mouth	
To put my dinner in.	

SUGGESTED ACTIVITIES FOR SCIENCE - SENSE OF TOUCH

INSTRUCTIONS

Display tactile materials on a peg or display board. Soft fabrics such as: a piece of a sheet and a blanket; smooth materials such as upholstery and plastic. Rough fabrics such as: brocade tapestry, sandpaper and paper towel. Allow the pupil to touch one material to identify texture. Teacher introduces fabrics and describes each in a sentence pattern.

BASIC SENTENCE PATTERNS

Teacher	Pupil
Is that smooth?	Yes, this is smooth.
Is that rough?	No, this isn't rough.
Is that rough?	Yes, this is rough.

(Continue until each pupil has had the experience of touching a fabric. Use similar sentence patterns.)

INSTRUCTIONS

Use the toy furniture in the kitchen and the dining room area. Allow the pupils to touch a toy to identify substance.

BASIC SENTENCE PATTERNS

Teacher	Pupil
Is the iron hard? plate	Yes, the iron is hard. plate
Is the dish towel soft? soap	Yes, the dish towel is soft. (Answers will vary.)
Is the cupboard soft? glass spoon	No, the cupboard isn't soft. glass spoon

(Continue this procedure using hard or soft, rough or smooth, and wet or dry.)

SUPPLEMENTARY MATERIAL

SONGS

a. "Thumbkins" - page 51

Where is father?	Put both hands behind back.
Where is father?	
Here I am.	Hold up thumb on right hand.
Here I am.	Hold up thumb on left hand.
"How are you today, sir?	Wiggle thumbs as in conversation.
"Very well, I thank you."	
Run away, run away.	Put both hands behind back again.

Teacher	Pupil
Where is mother?	Put both hands behind back.
Where is mother?	
Here I am.	Hold up index finger on right hand.
Here I am.	Hold up index finger on left hand.
Where is brother?	Put both hands behind back.
Where is brother?	
Here I am.	Hold up middle finger on right hand.
Here I am.	Hold up middle finger on left hand.
Where is baby?	Put both hands behind back again.
Where is baby?	
Here I am.	Hold up ring finger on right hand.
Here I am.	Hold up ring finger on left hand.

100

First Grade Book
Ginn and Company

"Number Play" - page 42

One and one are two,
And I can see you!
One and two are three,
Now can you see me?
One and three are four,
I'm walking to the door.
One and four are five,
Now watch me, I can fly.

A Singing School, Our First Music
Birchard and Company

"I'm Tall, I'm Small" - page 24

I'm tall, I'm tall,
I'm small, I'm very small,
Sometimes I'm tall, sometimes I'm small.
Guess what I am now.

(Circle formation with one in center. Act out the song as they sing. At signal from one in in center, all take a small or tall position. If someone misses, he must be it.)

Tune: "Farmer in the Dell"

A-walking we will go.
A-walking we will go.
Heigh, ho, the merry-o
A-walking we will go.

(Use other action words for additional verses, such as skipping, jumping, running, marching, and hopping.)

"Put Your Finger On"
Tune: "Put Your Little Foot"

Put your finger on, put your finger on,
Put your finger on your nose.
Put your finger on, put your finger on,
Put your finger on your nose.
Turn your head and clap, clap,
Turn your head and clap, clap,
Turn your head and clap, clap,
Turn your head and clap, clap.
(Repeat using different parts of the body.)

"Our House"
Tune: "Mary Had a Little Lamb"

The fam-i-ly lives in the house,
In the house, in the house.
The fam-i-ly lives in the house,
A little yel-low house.

The house is in a little yard,
Little yard, little yard.
The house is in a little yard,
A pretty little yard.

Who lives in the little house,
Little house, little house?
Who lives in the little house
That has a pretty yard?

I live in this little house,
Little house, little house,
I live in this little house
With my fam-i-ly.

This room is the living room,
Living room, living room.
This room is the living room
Where we sit and talk.

This room is the dining room,
Dining room, dining room.
This room is the dining room,
Where we eat our lunch.

Tune: "Little Brown Jug"

A-ha-ha, you and me
We're as clean as we can see,
Juan's as clean as he can be.

(Substitute neat, nice, sweet, smart, etc. Also substitute the names of different boys and girls to vary the song.)

101

This room is the kitchen,
Kitchen, kitchen.
This room is the kitchen,
Where mother cooks our food.

This room is the bathroom,
Bathroom, bathroom.
This room is the bathroom,
Where we take a bath.

This room is the bedroom,
Bedroom, bedroom.
This room is the bedroom,
Where we go to sleep.

(This song may continue throughout the unit.)

POEMS

Fascinating Finger Fun, Eleanor Doan
Zondervan Publishing House

a. Toes, knees, shoulders, hands,
We reach way up as far as we can;
Head, shoulders, reach out wide,
Then drop our hands to our sides.

Touch toes, knees, shoulders and stretch hands at sides.
Reach arms straight up.
Touch head, shoulders and reach out to sides.
Stand erect, hands at side.

b. "Two Little Blackbirds"
(Nursery Rhyme)

Two little blackbirds sitting on a hill,
One named Jack and one named Jill.
Fly away Jack, fly away Jill.
Come back Jack, come back Jill.

Put finger on each hand to make birds.

Fly a finger over shoulder for each character.
Bring fingers back to front.

"Let's Do Finger Plays" - page 40

c. "The Family"

This is my father,
This is my mother,
This is my brother tall,
This is my sister,
This is the baby.
Oh, how we love them all.

Hold up the fingers of the left hand and point to them with the forefinger of the right hand in consecutive order, beginning with the thumb.

ED 102 203

d. "Jack Be Nimble"
(Mother Goose)

Jack be nimble, Jack be quick,
Jack jump over the candlestick.

Jump it lightly, jump it quick,
But don't tip over the candlestick.

Thumb of left hand is used as candle. Index and third finger of right hand are made to walk forward and jump over candles.

GAMES

The First Grade Book
Ginn and Company

a. "Hop, Hop" - page 19

Hop, hop, right foot,
Hop, hop, left foot,
Hop, right, hop left,
Hop, hop, hop!

b. What Do We Need?

The teacher sets up an empty table in front of the class. She asks the class, "What do we need on the table?" The pupil responds by saying, "We need _____." The teacher has doll dishes available and as each pupil says his sentence, he picks up the correct object and places it on the table.

c. Cleaning Your Yard

The teacher instructs the class to pretend they are cleaning the yard. Sentence patterns to be used are:

We are mowing the lawn. (Pupil pantomimes)
We are getting our tools.
We are raking the yard.
We are planting flowers.
We are washing our hands.
We are putting our tools away.

d. Lost and Found

Ask each pupil to stand and repeat what he would say to a policeman if he were lost. Each should identify himself as:

My name is _____.
I am _____ years old.
I live at _____.
My father's name is _____.

e. Simon Says--

The leader of the group touches a part of his body, such as his nose, and says, Simon says: "Touch your nose." The pupils in turn follow this command. The teacher repeats this procedure, each time changing to another part of the body. However, if the teacher gives the command without saying "Simon says" before it, pupils do not respond to the command.

104

f. Moving Van

Provide each pupil with a card depicting a piece of furniture. The pupils form a line to make the moving van. The moving van stops by the teacher who unloads the van by saying, "Bring me the furniture for the kitchen." The pupil bringing the stove says, "Here is the stove." The teacher continues until all rooms have been identified.

g. How Big

Ask nurse to weigh and measure each child. Call attention to the yardstick and scales. Tell each child his weight and height using words: pounds, feet, and inches.

FOODS WE EAT

Time Allotment: Present in units of food, grocery store, and kitchen. Allow a week for each unit.

VOCABULARY

Food

Subjects

Fruits
- apple
- banana
- cantaloupe
- cherry
- grapefruit
- grapes
- lemon
- limes
- orange
- peach
- pear
- pineapple
- plums
- strawberries
- watermelon

Breakfast
- bacon
- butter
- cereal
- eggs
- ham
- hotcakes (pancake)
- jelly
- juice
- sausage
- syrup
- toast

Vegetables
- beans
- beets
- cabbage
- carrots
- celery
- corn
- cucumber
- green beans
- green peppers
- lettuce
- onions
- peas
- potatoes
- pumpkin
- spinach
- tomato

Lunch
- bread
- cheese
- jello
- peanut butter
- sandwiches
- soup
- tortilla

Dinner-Supper
- biscuits
- gravy
- macaroni
- meat
- rice
- salad
- spaghetti
- stew (soup)

Beverages
- coffee
- hot chocolate
- juice
- milk
- tea

Sweets
- cake
- candy
- cookies
- ice cream
- pie
- pudding
- sugar
- sweetbread

Picnic
- barbecue
- buns
- hamburgers
- hot dogs
- ketchup
- mayonnaise
- mustard
- pickles
- sauce

Others
- another
- enough
- more

Grocery Store

Verbs

barbecue
bite
cooked
cost
costs
fry
fried
mix
peel
pick
slice

taste

Incidental

salt
pepper

Adjectives

raw
sweet
sour
salty
hot
cold

Subjects

bag
box
can (of food)
dime
dollar
dozen
groceries
grocery clerk
loaf
money
nickel
pounds
quarter
sack
seed

bought
buy
cost
pay
paid
sell

Science

Subjects

dirt
garlic
leaf
onions
peppermint
plant
popcorn
pots
seed
stem
sun
vanilla

Verbs

bloom
grow
plant
sniff
smell

Adjective

alike
different
dirty

Field Trip: Visit a grocery store

Pictures or Objects

apple
bacon
bananas
beans
bread
breakfast
brown
butter
cabbage
cake
can
candy
carrot
carton
cereal
cheese
chocolate
coffee
cookies
corn
cracker
dime
dinner
dollar
eggs
farm
farmer
food
fruit
grapefruit
grapes
groceries
grocer
grocery
ham
hamburger
hot dog
ice cream
leron
lettuce
loaf
lunch
meat
milk
milkman
milk truck
money
nickel
oatmeal
onion
orange (color)
orange (fruit)
peach
peanut
pear
peas
peel
penny
pepper
pickle
potato
purple
salad
salt

Transparencies

No. 1
Visual Discrimination
4 vegetables
4 fruit
one chair
scissors

Boy eating

No. 3
Indoor and Outdoor clothing

Food
2 (transparencies)

Food Groups

Kitchen Stove and Refrigerator Usage

Games

Peas, Porridge Hot

Do You Like It?*

Pat-a-Cake

Marketing*

Jimmy Crack Corn*

What Do You Smell?*

The Muffin Man*

Songs

Health Song*

The Vegetable Man

I Like These*

Sing a Song of Sixpence

Nursery Rhymes and Poems

Little Tommy Tucker

Hippety Hop to the Barber Shop

Jack Sprat

Peter Peter Pumpkin Eater

Handy Pandy*

Simple Simon

Little Jack Horner

Art

Fruit Bowl Cut and Paste

Books and Stories

The Tale of Peter Rabbit

Hansel and Gretel

Jack and the Bean stalk

The Little Red Hen

Filmstrips

F-267 Food for Health

F-1317 Skimpy and a Good Breakfast

F-353 Peter Rabbit

F-362 (the) Little Ren Hen

F-350 Jack and the Beanstalk

F-672 Plants Grow

*See Supplementary Material

FOODS WE EAT

PERFORMANCE OBJECTIVES

- orally identify 90% of basic foods presented
- arrange facsimiles and/or pictures of foods presented into vegetable and fruit categories
- use descriptive adjectives concerning color, size, taste, and smell of three selected fruits
- use correct terminology to identify three basic meals

as measured by teacher observation in housekeeping situation and recorded on teacher devised checklist.

FRUIT

INSTRUCTIONS:

Display real fruits, plastic fruits, pictures of fruit, fruit juices and canned fruit.

BASIC SENTENCE PATTERNS:

Teacher	Pupil
Here is sone fruit.	
This is an apple orange a banana grapefruit peach pear lemon	
These are grapes. This is a bunch of grapes. Here	
What color is this apple?	That apple is red. yellow green
What color is the banana? peach pear grapefruit are the grapes	The banana is yellow. It

Teacher	Pupil
What is this?	That is fruit.
These are juices. fruit juices	
This is orange juice. lemon grape grapefruit	(Repeat)
Apples grow on trees. Oranges Grapefruit Peaches Pears Bananas Lemons Grapes grow on a vine.	
What is this? (Indicate a pear)	That is a pear.
What color is it?	It's yellow.
(Continue this procedure in identifying other fruits.)	
Maria, tell Juan to show us a peach and a pear.	Maria: Show us a peach and a pear, Juan. Juan: This is a peach and a pear.
David, show us a red fruit.	David: This is a red apple.
_____, are all grapes purple? Pupil's name	No, some grapes are green.
Is the banana round?	No, the banana is not round. it is
Is the orange round?	Yes, it is round.
(Whisper) Juan, take the grapefruit. Give it to Tina.	(Juan follows directions.)
(Whisper) Gloria, put the grapes on Larry's desk.	(Gloria follows directions.)

INSTRUCTIONS:

VEGETABLES

Display real or plastic vegetables, pictures of vegetables, and pictures of canned vegetables.

BASIC SENTENCE PATTERNS:

Teacher	Pupil
These are vegetables.	
This is a cabbage.	
carrot	
lettuce	
green pepper	
potato	
spinach	
tomato	
These are onions.	
peas	
beans	
What color is the cabbage?	The cabbage is green.
pepper	pepper
spinach	spinach
beans	beans are green
	red
	brown
What vegetable is orange?	The carrot is orange.
red	tomato red
brown	potato brown
white	red
green	The onion is white.
	cabbage
	spinach
	pepper
	lettuce is green
(Display pictures of salads.)	
These are salads.	
Look at this salad.	
What vegetables do you see?	I see some lettuce.
	a tomato
	some carrots

(Continue showing pictures of salads and identify vegetables. Be sure to include potato salad.)

Teacher	Pupil
Jose, ask Dolores what she likes to put on bread. toast	Jose: What do you like to put on bread? toast Dolores: I can put butter.
Pepe, ask Lita what she likes to put on cereal.	Pepe: What do you like to put on cereal? Lita: I like milk. sugar
Melanie, ask Helen if she likes milk and toast.	Melanie: Do you like milk and toast? Helen: I like toast and milk.
Norma, ask Melba if her mother likes cereal.	Norma: Does your mother like cereal? Melba: Yes, she likes cereal.

(Continue this questioning until every child has had a chance to follow a command and answer in a basic sentence pattern.)

This is food we like to eat. This is candy. cake ice cream cheese	(Repeat)
These are crackers.	
Cake is sweet. Is candy sweet? Is ice cream sweet? Is cheese green?	Yes, candy is sweet. ice cream No, cheese is yellow.
Mary, ask Terry if the crackers are red.	Mary: Are the crackers red? Terry: No, the crackers are white.
Lita, ask Janie if the ice cream is cold.	Lita: Is ice cream cold? Janie: Yes, ice cream is cold.
This is the ice cream man. (Display picture of ice cream man.) Juan; ask Joe who this is.	Juan: Who is this? Joe: That is the ice cream man.

Teacher	Pupil
What is this?	(Use basic sentence patterns to identify food.)

(Teacher asks this question as she places individual pictures of food in the pocket chart. Pictures will include foods eaten at breakfast, lunch, and supper, as well as milk, coffee, tea, and juices.)

Maria, tell Lupe to show us two vegetables.	Maria: Lupe, show us two vegetables. (Lupe follows directions.) This is a carrot. tomato
David, ask Roy if potatoes are yellow.	David: Roy, are potatoes yellow? Roy: No, potatoes are not yellow.
Alma, ask Terry to show us a picture of a salad.	Alma: Show us a picture of a salad. Terry: This is a salad. It is a potato salad.

We eat breakfast in the morning. Here are some pictures of breakfast. (Display individual pictures of foods to be presented.) Here are some foods we eat for breakfast.

This is cereal. sugar bread butter toast milk coffee bacon ham	(Repeat)
These are eggs. Tell me what this is. (Display picture of bacon and eggs.)	That is bacon and eggs.
What is this? (Display picture of bread and butter.)	That is bread and butter.
ham and eggs toast and butter coffee and milk cereal and milk cereal and sugar	ham and eggs toast and butter coffee and milk cereal and milk cereal and sugar

Teacher	Pupil
Is sugar sweet?	Sugar is sweet.
What can we drink?	We can drink milk. coffee juice
(Use the same procedure when teaching foods eaten at lunch, supper, dinner.)	
What is yellow?	Butter is yellow. (Answers will vary)
What is white?	Milk is white. Sugar
These are pictures of meat. (Display pictures of meat - raw, cooked, and canned.)	
What is this?	That is meat.
Is this meat? (Indicate picture of roast)	Yes, that is meat.
Is this meat?	Yes, that is meat.
Is this meat?	Yes, that is meat.
(Continue showing pictures of meat. Use basic sentence patterns. meat balls, T. V. dinners, hamburgers, and hot dogs on display)	Place picture of other foods as
Jose, come and show us the meat in this picture.	This is the meat.
Helen, show us the meat in the hot dog.	This is the meat in the hot dog.
Elvira, ask Jane to show us the meat she likes to eat.	Elvira: Jane, show us the meat you like to eat. Jane: This is the meat I like to eat.
Lalo, ask Alice if candy is meat.	Lalo: Alice is candy meat? Alice: No, candy is not meat.
(Continue dialogue about food using the basic sentence patterns.)	

Teacher	Pupil
I will choose a good lunch.	
What did I choose?	You chose _____.
(Teacher always sets the pattern before asking pupils to select a meal.)	
_____ (Pupil's name), choose a good lunch.	(_____ follows directions) I choose _____, _____; _____.
Did _____ (pupil's name) choose a good breakfast?	Yes, he did. she

(Continue this procedure choosing food for each meal. Expand activity by classifying food as to sweet, sour, salty, liquids, vegetables, fruits, meats, and dairy products.)

TABLE SETTINGS

INSTRUCTIONS:

Display silverware, napkins and tray from cafeteria. Display tableware from housekeeping center.

BASIC SENTENCE PATTERNS:

Teacher	Pupils
This is a knife. (Indicate)	This is a knife.
We use a knife to cut meat, spread butter	(Repeat)
What do we use to spread butter on our bread?	We use a knife to spread butter on our bread.
What can we use to spread mayonnaise on our bread?	We can use a knife to spread mayonnaise on our bread.
Maria, ask David what do we use to spread butter on a tortilla?	Maria: David, what can we use to spread butter on a tortilla? David: We use a knife to spread butter on a tortilla.

Teacher	Pupil
Show me your right hand. (Indicate)	
We put the knife on the right side of our plate.	(Repeat)
Jose, tell Dolores to put the knife on the right side of the plate.	Jose: Dolores, put the knife on the right side of the plate. (Dolores follows directions.)
What is this?	
This is a fork. (Indicate)	(Repeat)
What do eat with our fork?	
We eat meat. vegetables salad	(Repeat)
Juan, tell Maria to put the fork on the left side of the plate.	Juan: Maria, put the fork on the left side of the plate. (Maria follows directions.)
This is a spoon. (Indicate)	
What do we eat with our spoon?	
We eat ice cream. soup cereal	
Which foods do we eat with our fingers? (Display pictures.)	
We eat potato chips with our fingers. fritos sandwiches hamburgers pickles bread tortillas	(Repeat)
Which foods do we put in a bowl to eat? (Display pictures.)	
We eat soup in a bowl.	We eat soup in a bowl.

Teacher	Pupil
What do we drink that is hot? We drink coffee that is hot. chocolate	We drink coffee that is hot. chocolate
Where do we put these hot drinks?	
We put them in a cup.	We put them in a cup.
The saucer keeps the drink from spilling on the table.	(Repeat)
Jose, tell Maria to hold the spoon in her right hand. Put the spoon on the table by the knife.	Jose: Maria, hold the spoon in your right hand. Put the spoon by the knife. (Maria follows directions.)
These are our napkins. (Indicate)	
How do we use our napkins?	
We clean our mouth with our napkin.	We clean our mouth with our napkin.
We put the napkin by the fork when we set our table. (Indicate)	
Alma, ask Terry to put the napkin by the fork.	Alma: Terry, put the napkin by the fork. (Terry follows directions.)
What do we eat at a party? We eat ice cream. cake cookies	We eat ice cream. cake cookies
What do we eat on a picnic? (Indicate with pictures) We eat sandwiches. hot dogs hamburgers potato chips	We eat sandwiches. hot dogs hamburgers potato chips
We drink cold drinks. sodas	We drink cold drinks. sodas

PERFORMANCE OBJECTIVES:

In the basic sentence pattern the pupil will be able to:

- identify money (penny, nickel, dime, dollar)
- use numerals one through five in quantitative selection of food as measured by teacher observation in play-store situation and recorded on teacher devised check list.

GROCERY STORE

INSTRUCTIONS:

Have several pictures of grocery stores on display showing inside of the stores. Make a model of a grocery store. Use play money.

BASIC SENTENCE PATTERNS:

Teacher	Pupil
(Display picture of a grocery store.) This is the grocery store. man clerk	(Repeat)
These are groceries. We buy food at the grocery store.	(Repeat)
Who is this?	This is the grocery man. clerk
Where does he work?	He works in the grocery store.
What can we buy in a grocery store? (Give every child an opportunity to answer.)	We buy _____.
(Introduce model grocery store and play money.)	
This is our grocery store. This is money. play money a penny nickel dime dollar	

Teacher	Pupil
What is this?	This is a grocery store. play money a penny nickel dime dollar
We will play grocery store today. I'm the grocery clerk. _____, come to our grocery store. Buy two things.	I'll buy a can of peaches and butter.
Now, you must pay me. Give me a nickel and dime.	Here is the nickel and the dime.
Where did _____ go?	He went to the grocery store. She
What did _____ buy?	He bought peaches and butter. She
Are peaches fruit? Is butter fruit? Did _____ pay for the food?	Yes, peaches are fruit. No, butter is not fruit. Yes, he paid for it.

(Continue this procedure until a pattern is set. Then name different pupils to be the grocery clerk or customer.)

Leo, ask Sandra what Jose bought.	Leo: What did Jose buy? Sandra: Jose bought _____.
Javier, here is a dollar. Tell Andres to buy fruit at the grocery store.	Javier: Andres, here is a dollar. Go to the store. Buy fruit. (Andres follows directions.)
(Whisper directions to a pupil.) What did _____do?	(Pupil follows directions.) _____ went to the grocery store. _____ bought _____, _____. He paid for the _____, _____.

(Continue this procedure giving each child the opportunity to participate. The teacher will make other sentence patterns to stregthen ideas and vocabulary developed in the store.)

Teacher	Pupil
Who buys the groceries for your family?	
Father buys the groceries.	Father buys the groceries.
Mother	Mother

INSTRUCTIONS:

Provide a grocery store setting depicting fruits for sale.

BASIC SENTENCE PATTERNS:

Teacher	Pupil
What will you buy?	I will buy _____ apples.
How much does it cost?	It costs a nickel. dime quarter
How many did you get?	I got _____ apples.
I need _____ bananas.	Here are _____ bananas.
Do you have enough?	No, I do not have enough.
How many more do you need?	I need _____ more.
Get another apple.	I got one more.
What did you get?	
What did he take?	He took one more.
Put the fruit in the sack.	
Get three apples.	I got three apples.
Get one more.	I got one more.
How many do you have?	I have _____ apples.

INSTRUCTIONS:
Display magnetic board and apples. Two pupils are told how many apples to get. Later one more pupil takes some apples.

Teacher	Pupils
How many did you get?	I got _____ apples.
Who has more apples?	_____ has more.
Who has fewer apples?	_____ has fewer.
Who has the most?	_____ has the most.
Who has the least?	_____ has the least.
Does _____ have more than _____?	Yes, _____ has more than _____.
Does _____ have fewer than _____?	No, _____ does not have fewer than _____.

INSTRUCTIONS:

Display milk cartons or glasses. Fill to various heights with water. Each pupil holds a container.

Teacher	Pupil
Who has the most?	_____ has the most.
Who has the least?	_____ has the least.
Does _____ have less than _____?	Yes, _____ has less than _____.
Does _____ have more than _____?	Yes, _____ has more than _____.

SUGGESTED ACTIVITIES:

Have a "tasting party" with fruits and vegetables - Pupils can describe how these foods taste.

Make jello - measuring water - mixing - serve next day using party social situation.

Pop corn - Let pupils taste popcorn first without the salt. Have class notice change in appearance of corn when it is popped.

Cook applesauce. Pupils count fruit, prepare fruit, washing and quartering, place in saucepan, cover with water. Measure sugar. Pupils take turns stirring and smelling. Call attention to size of apple seed. Ask, "Is it smaller than the orange seed?" Since skins were not peeled, put fruit through sieve. (Motor skills involved in using colander or food mill.) Ask, "Can you eat this food hot or cold?" (Have pupils taste both hot and cold applesauce.) Ask, "Which way do you think it tastes best?" (Display can and a jar of applesauce as found at grocer's.) Make ice cream in a hand-cranked freezer (larger muscle activity). Use recipe that does not require cooking so pupils can see procedure from beginning such as breaking eggs, using mixer, measuring sugar, smelling vanilla. Notice that liquids expand when they freeze so mixture doesn't fill freezer. Ice cream salt is different from table salt. When ice cream is ready to serve, pupils may have party situation or a store experience where they "buy" an ice cream cone with play money.

Set up grocery store and provide play money. Empty cans and cartons may be used, providing labels are intact.

Provide paper plates and magazines. The pupil cuts out food pictures and pastes them on the plates.

Vegetables and fruits can be weighed on scales. Ask, "Is the potato heavier than this apple?"

Display a sweet potato and an irish potato. Sprout sweet potato and carrot tops.

CONTINUING ACTIVITIES IN SCIENCE - ODOR

INSTRUCTIONS

Provide familiar food articles that have a definite odor (garlic, onions, oranges, and the like). Let the pupil smell one at a time.

BASIC SENTENCE PATTERNS

Teacher	Pupil
Maria, what do you smell?	I smell the onion.
Ninfa, what do you smell?	I smell garlic.
Jose, what do you smell?	I smell the oranges.
Ricardo, ask Elena if onions smell like oranges.	Ricardo: Elena, do onions smell like oranges? Elena: No, onions do not smell like oranges.

(Continue this procedure until each pupil has had an opportunity to smell the odors.)

Display pictures of a stove with an oven or use the kitchen equipment in the room.

Let's pretend. Close your eyes.	
What does Mother bake?	She bakes cookies, bread, biscuits, cornbread, and pie.
What does Mother cook?	She cooks beans, meat, carrots, and chicken.
What do you like to smell that Mother cooks?	I like to smell beans, meat, carrots, and chicken.

(Continue this procedure with other foods that have a familiar odor.)

Give each child a few cookies for comparison purposes.

Does _____ have more than _____?	Yes, _____ has more than _____.
Does _____ have fewer than _____?	No, _____ does not have fewer than _____.

Use milk cartons or glasses. Fill to various heights with water. Each child holds a container.

Who has the most?	_____ has the most.
Who has the least?	_____ has the least.
Does _____ have less than _____?	Yes, _____ has less than _____.
Does _____ have more than _____?	Yes, _____ has more than _____.

ACTIVITIES IN SCIENCE - TASTE

INSTRUCTIONS

Provide real lemons. Allow the children to feel and smell them. Cut the lemons. Give a slice to each child to taste.

BASIC SENTENCE PATTERNS

Teacher	Pupil
How does the lemon taste?	
It tastes sour.	
Is it sweet?	
	It tastes sour.
	No, it is not sweet.
What foods are sour?	
salty	
	Pickles are sour.
	Crackers salty
	Potato chips
Is salt sour?	
sweet	
	No, salt is not sour.
	sweet
How does salt taste?	
	Salt is salty.

Provide raw and cooked carrots. Allow the pupils to taste them.

Do we eat raw meat?	
carrots	
cooked carrots	
	No, we do not eat raw meat.
	Yes, we eat raw carrots.
	cooked carrots

SUPPLEMENTARY MATERIAL

SONGS

a. "Health Song"
Tune: "Row, Row, Row Your Boat")

Brush, brush, brush your teeth,
Brush them every day,
Father, mother, sister, brother,
Every, every day.

Drink, drink, drink some milk,
Drink some every day,
Father, mother, sister, brother,
Every, every day.

Eat, eat, eat some fruit,
Eat some every day,
Father, mother, sister, brother,
Every, every day.

(Water, chocolate, and other drinks may be substituted for milk. Names of other vegetables and fruits may be substituted for fruit.)

b. "I Like These"

Beans, carrots, nice green peas,
I like vegetables, I like these.
Potatoes, beans, and cabbage, too,
I like vegetables, yes, I do!

American Singer, Book One
American Book Company

c. "The Vegetable Man" - page 21

Buy my ripe corn and tomatoes!
Try a nice apple or pear!
I have fresh beans and potatoes;
Best you can find anywhere!

POEMS

a. "Handy Pandy"
Mother Goose

Handy Pandy, Jack-a-Dandy,
Love's plum cake and sugar candy.
He bought some at a grocer's shop,
And out he came, hop, hop, hop.

b. Knife's on the right
Fork's on the left
One place for me
And one for brother.
Plate's in the middle
And it can't get out
At my place or any other.

Spoon's by the knife
Napkin's by the fork
One place for father and mother.
Plate's in the middle
And it can't get out
At my place or any other.

c. Mix a pancake,
Stir a pancake,
Pop it in the pan.
Fry the pancake
Toss the pancake
Catch it if you can.

d. "Apple Tree"

Away up high in an apple tree (stretch high)
Two little apples smiled at me.
I shook that tree as hard as I could, (pretend)
Down came the apples
Umm (rub stomach)
Were they good!

GAMES

Growing with Music
Prentice-Hall, Inc.

a. "The Muffin Man" page 80

b. "Jimmy Crack Corn" page 125

c. "Marketing"

Cut pictures from magazines of foods that can be bought at a market. Each player is given a picture and holds it so that "it" can see them. "It" walks around saying, "I went to the market and I bought some . . . , and some . . . , "naming different things he sees on the pictures. The players who hold the pictures of the things "it' has named must follow him around the room. Whenever he wishes, "it" may end his shopping tour by announcing, "and then the basket broke." "It" and the players behind him scramble for seats. The one left becomes "it" for the next play.

d. "What Do You Smell?"

Put a blindfold on the person who is "it." Let the pupil smell an object such as an apple, orange, onion, perfume, cheese, etc. The pupil tries to guess what he has smelled.

e. "What Do We Eat?"

(Teacher has pictures on table of many foods.) This game helps the pupils to select the foods for a certain meal. The meal can be pre-designated as breakfast or dinner, picnic or birthday party. Pupil take turns in selecting appropriate foods for meal named.

f. "Where Is It?"

The teacher has plate, silverware and napkin on table. She places articles in various positions to have children answer with prepositions on, under, by, in--
"Where is the plate?" "On the table"
"Where is the fork" "On the plate"
"Where are my hands?" "In my lap"

Teacher asks questions and asks different pupils to respond.

ART

a. Fruit Bowl Cut and Paste

INSTRUCTIONS:

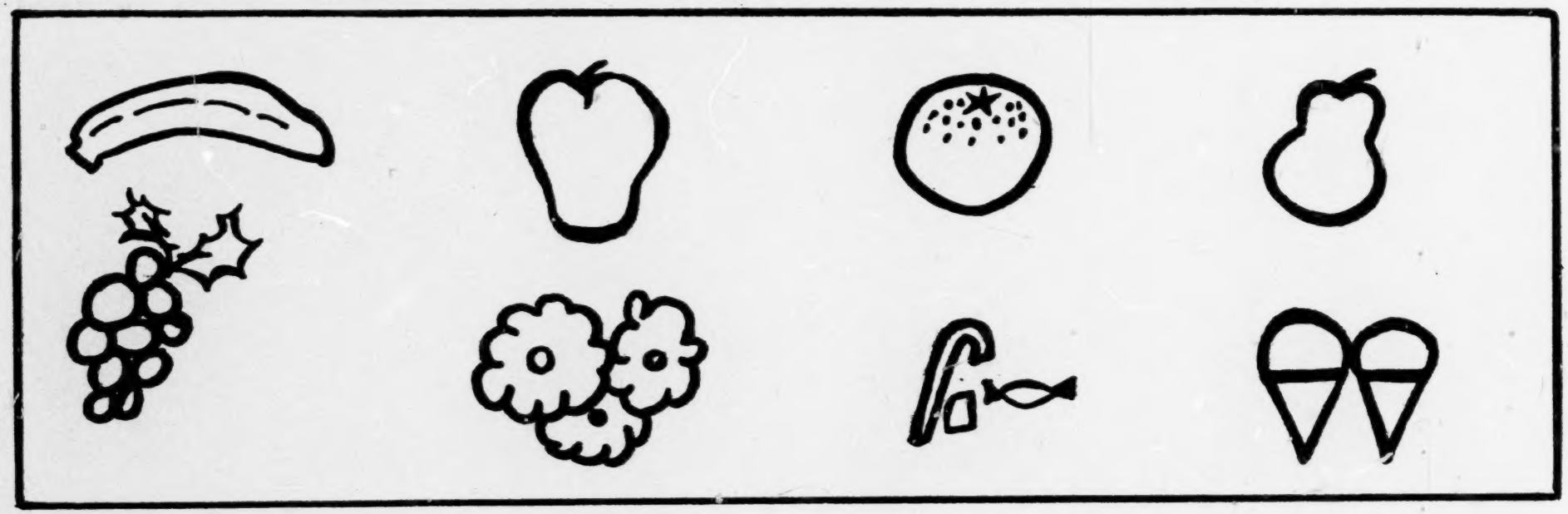
A bowl of plastic or real fruit is provided for observation. The pupils are directed to observe the different forms and colors by feeling and seeing. From small pieces of construction paper, they cut their own representations of the bowl of fruit and arrange them on a background of brown or gray paper.

b. Vegetable Mural

INSTRUCTIONS:

After observing the shapes and colors of real and artificial vegetables, the pupils color, cut, or paint vegetables, potato, onion, carrot, tomato, pepper, cabbage, beet, lettuce, and any others. When the pupils are making recognizable representations, they are ready to make a mural.

CHART FOR TEACHING "EAT," "ATE," AND "WANT TO EAT"



PERFORMANCE OBJECTIVES

The pupil will be able to use correctly:

- "eat," "ate," and "have eaten"
- "a," "an," and "some"

as measured by teacher observation and recorded on evaluative check list.

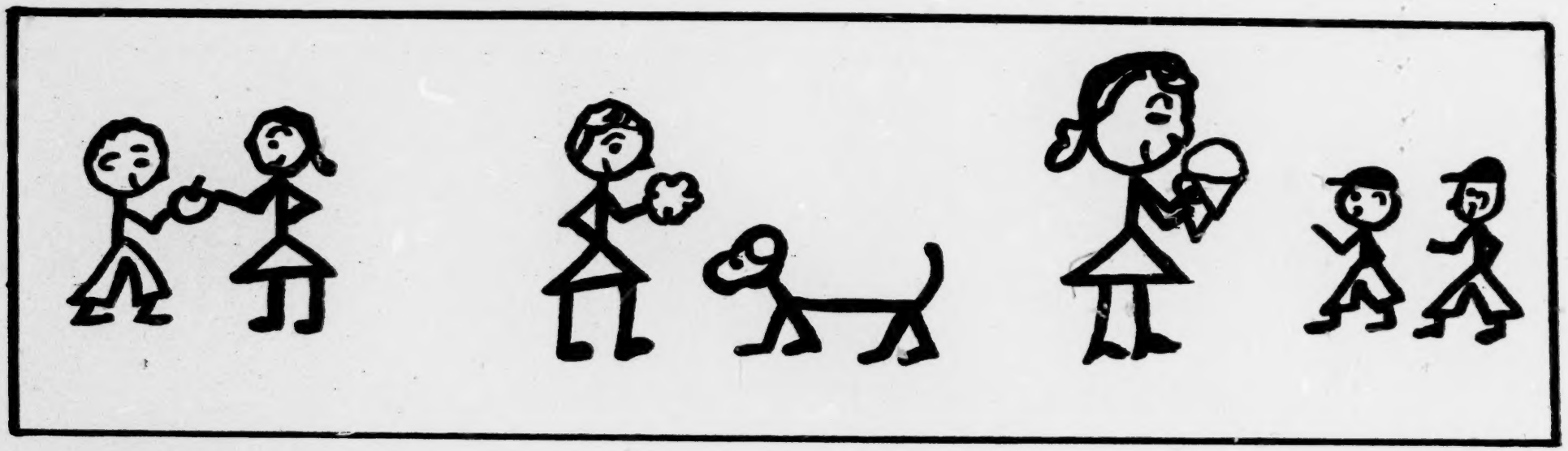
INSTRUCTIONS

Present the pictures on the chart from left to right. After the pattern is established, the pupil may answer, choosing the food he desires.

BASIC SENTENCES

Teacher	Pupil
What did you eat?	I ate a banana. an apple.
Do you want to eat some grapes?	I want to eat _____.

CHART FOR TEACHING "GIVE" AND "GAVE"



PERFORMANCE OBJECTIVES

The pupil will be able to:

- use give and gave correctly 90% of the time when used in structured pattern.
- use pronouns "him," "her," and "them" in correct sentence placement

BASIC SENTENCE PATTERNS

Teacher	Pupil
What did the boy give her?	He gave her an apple.
girl him	She him a cookie
mother them	She them ice cream
Tell the story of the picture.	(Structure the story until the pupil can answer independently)
	He went to the store.
	He got an apple.

129

UNIT III: FOODS WE EAT

Evaluative Check List

Pre and Post Test

INSTRUCTION:

Display real, plastic, or pictures of foods as indicated. Repeat entire question for each item. Record as directed on check list.

Identify: What is this?

1. apple
2. orange
3. grapes
4. banana
5. lemon

What is this?

1. carrot
2. potato
3. tomato
4. lettuce
5. beans

Classify: Show me 3 fruits.
Show me 3 vegetables.

Meal Selection:
1. What is one thing you can drink for breakfast?
2. When would you eat a salad?
3. When would you eat hot dogs?
4. Do you eat ice cream at breakfast?
5. Do we eat vegetables for lunch?

Taste:
1. Is candy sweet?
2. Is a lemon sweet?
3. Is a pickle sour?
4. Is sugar sour?

Color:
1. What color is bread?
2. lettuce?
3. a banana?
4. milk?
5. are potatoes?

Money Identification:
1. Show me a nickel.
2. penny.
3. dime.
4. dollar.
5. quarter.

Numerals:
1. Bring me 3 fruits.
2. Bring me 4 potatoes.
3. Bring me one banana.
4. Bring me two apples.
5. Bring me one more apple.

UNIT III: FOODS WE EAT

Evaluative Check List

	Pupil's Name																	
	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test
Identification *																		
Vegetables																		
Classify fruits																		
Classify vegetables																		
Meat Selection																		
Taste																		
Color																		
Money Identification																		
Numerals																		

*Record number of correct answers over number of items in test category

Unit IV - WHAT CLOTHES DO YOU WEAR?

WHAT CLOTHES DO YOU WEAR?

Time Allotment - 2 weeks

VOCABULARY

Wearing Apparel			Science	Mathematics	Drill
Subjects	**Incidental Subjects**	**Verbs**	**Subjects**		
Clothing - girls					
apron	bathing suit	button	clouds	alike	"z" sound
blouse	bathrobe	clean	hard	different	(no comparable
bow	belt	dress	heat	long	sounds in Spanis
buttons	coat	fasten	hurricane	longer	
clothes	collar	mend	lighting	longest	"zip" not "sip"
dress	pocket	lost	shadows	same	
gloves	raincoat	tie	smooth	short	"zipper" not
hat	sunglasses	shine	soft	shorter	"sipper"
hose	umbrella	wear (ing)	thunder	size	
house shoes	wallet	zip	rain		"clothes" not
mittens			rainbow		"close"
night gown			weather		
petticoat		**Adjectives**	rough		"shirt" not
purse			wind		"chirt"
ribbon		wet			
sandals		dry	**Verbs**		
scarf		new			
shoes		old	rain (ing)		
skirt			shine		
			shining		
Clothing - boys		**Adverbs**			
bathing trunks					
blue jeans		quietly	**Adjectives**		
boots					
jacket			clean		
pair (of shoes)			cloudy		
pajamas			sunny		
pants			rainy		
shirt			windy		

Wearing Apparel	Science	Mathematics	Drill
shoes	Prepositions		
shorts			
socks	top		
suit	bottom		
tie	off		
tennis shoes			
T-shirt			

Field trip: Visit a Laundromat

Pictures or Objects	Transparencies		Games	Nursery Rhymes and Poems	Books and Stories
apron bathing suit barrette beads belt blouse bluejeans boat button cap cloth clothes coat collar dress hat mitten pajamas pants petticoat pocket purse ribbon scarf shirt shoe sock tie umbrella underwear zipper	OT76-1	Clothing for father mother, brother sister		One Misty Moisty Morning	The Shoemaker and the Elves
	OT76-2	Clothing combination	Going Traveling* Shopping Game*	Diddle, Diddle Dumpling	
	OT76-3	Indoor and outdoor clothing	Policeman and Lost Child*	One, Two, Buckle My Shoe	The Emperor's New Clothes
	OT76-4	Clothing for special occasions	Songs Johnny's Jeans* The Little Shoemaker	Rain Rain Go Away	
	OT76-5	Extra Clothing and accessories			
	OT76-6	Boy, girl in underwear with clothing	Count your Buttons* Where is the Button?* Puddles* Sleeping Snow Drops* Sally Go Round the Sun*	Filmstrips F-348 Cinderella F-1218 Our Weather F-1219 Sun, The Weathermaker F-1223 Water in Weather F-2489 Why Does the Wind Blow	

*See Supplementary Material

Unit III: WHAT CLOTHES DO YOU WEAR?

PERFORMANCE OBJECTIVES

The pupil will be able to identify articles of clothing in basic sentences by teacher observation in "Shopping Game", (Supplementary Material)

The pupil will be able to classify boy's and girl's clothing as measured by teacher observation in game "Going Traveling", (Supplementary Material)

The pupil will be able to describe in basic sentence patterns comparison of clothing as to color, size, alike or different as measured by teacher observation in show and tell activity.

The pupil will be able to match items of clothing to make pairs as measured by teacher observation, in show and tell activity.

The pupil will be able to demonstrate a 50% gain in English skills needed for participation in these objectives as recorded on teacher check list at end of unit.

IDENTIFICATION OF CLOTHING

INSTRUCTIONS:

Use children's or dolls' clothes, pictures of clothes, or paper doll clothes.

BASIC SENTENCE PATTERNS:

Teacher	Pupil
This is a dress. skirt blouse	(Repeat)
I'm wearing a dress.	
Lila, what are you wearing?	I'm wearing a _____. dress blouse and skirt
_____, what is Dalia wearing?	_____: Dalia is wearing a _____.
Is Emma wearing a dress?	No, Emma is wearing a skirt and blouse.

Teacher	Pupil
Who is wearing a _____ dress? (blouse, skirt)	_____ is wearing a _____ dress. (blouse)
Luis, ask Bea what color her dress is. (blouse, skirt)	Luis: What color is your dress? (blouse, skirt)
	Bea: My dress is _____. (color) (blouse, skirt)

(Use same procedure and basic dialogue to present pants, bluejeans, cap, hat, shoes, socks, boots, mittens, coat, raincoat, belt, sweater, tie, bathing suit.)

The girls that are wearing _____ dresses stand. (Girls follow directions)
(color)

Are the girls wearing dresses?	Yes, they're wearing dresses.
If you are wearing _____ socks, raise your hand. (color)	(Raul checks) Yes, they are. No, they are not.
If you are wearing a raincoat stand up.	(No one stands)
When do you wear a raincoat? (will, coat)	I wear a raincoat when it is raining. (coat, jacket, sweater; cold)
Are you going to wear a sweater?	(Some children stand)
Stand up if you are wearing a belt.	Yes, I'm wearing a belt.
Are you wearing a belt?	
What can you wear on your head?	I can wear a hat. (cap, ribbon, scarf)
Eloisa, does your dress have a pocket?	Yes, my dress has a pocket.
Julie, put this _____ in Eloisa's pocket.	

Teacher	Pupil
What did you do, Julie? What did Julie do?	I put a _____ in Elosia's pocket. She put a _____ in Elosia's pocket.
My dress has a zipper.	
Does your dress have a zipper? buttons	Yes, my dress has a zipper. buttons
Does your shirt have buttons?	Yes, my shirt has buttons.
Does your shirt have long sleeves? short	Yes, my shirt has long sleeves. short
Count the buttons. (Teacher may help count the buttons.)	One, two, three, . . .
Here is a pair of shoes. (Show shoes) How many shoes do you see?	I see two shoes.
Here is a pair of socks. How many socks do you see?	I see two socks. There are _____.
Here is a pair of mittens. How many mittens do you see?	I see two mittens. There are _____.
What do you put in your purse? Is this purse big or little? Is this a purse for a baby?	We put money in our purse. It is big. No, it is a purse for mother. sister grandmother.

(Continue asking questions that review basic sentence patterns and bring in color and number concepts.)

SUGGESTED ACTIVITIES

The following activities are recommended for strengthening and reviewing basic clothing vocabulary:

- Dress a doll and name the articles of clothing she is wearing.
- Put clothes on the clothes line and name the clothes as they are hung on the line.
- Describe what someone else in the room is wearing.
- Classify articles of clothing worn by boys or girls.
- Play games such as "Going Traveling". (See Supplementary Materials)
- Visit a neighboring laundromat to wash and dry a few clothes.

ACTIVITIES FOR NUMBER CONCEPTS

INSTRUCTIONS:

Display articles of clothing of different sizes and colors. Compare appearance of pupils to emphasize likeness and difference.

BASIC SENTENCE PATTERNS:

Teacher	Pupil
Are the socks alike? Are they the same color?	Yes, they are alike. Yes, they are the same color.
Are the dresses alike?	No, they are not alike. They are different.
Are the shirts different?	Yes, they are different.
Are they the same size? (Indicate shirts of different sizes)	They are the same. They are not the same. They're
Look at the girls. Who has long hair? Is _____'s hair longer than _____'s.	_____ has long hair. Yes, her hair is longer. No, it is not longer.
Who has the longest hair?	_____ has the longest hair.

ACTIVITIES FOR SCIENCE

INSTRUCTIONS:

Display clothing worn in all kinds of weather. Dispaly pictures of clothing worn in all kinds of weather.

BASIC SENTENCE PATTERNS:

Teacher	Pupil
Look out the window. Is it raining?	No, it is not raining.
Is the sun shining?	Yes, the sun is shining.
Where will we go?	We will go outside.
How will we walk?	We will walk quietly in a line.
(When the pupils are outside, call attention to sun, clouds, heat.)	
Look up. Can you see clouds?	Yes, we see the clouds.
The clouds are white. What color are the clouds?	The clouds are white.
Look down. This is my shadow. (indicate shadow)	
What is this?	That is your shadow. That's
Do you have a shadow?	Yes, I have a shadow.
Is your shadow big? little	Yes, my shadow is _____. little / short / funny
Put your hand on the sidewalk. Is the sidewalk hot?	Yes, it is hot.
The sun made it hot. Do you feal the heat?	Yes, I feel the heat.
We will go to our room. (Return to classroom)	

Teacher	Pupil
Is today a sunny day?	Yes, today is sunny.
Look at the pictures. Jose, walk to the pictures. Show us something you wear on a sunny day.	This is a pair of shorts. We can wear shorts on a sunny day.

Continue asking the pupils what one may wear on a sunny day. Use the same sentence patterns to present: a rainy day, a windy day, and a cold day.

SUPPLEMENTARY MATERIAL

SONGS

Growing With Music
Prentice-Hall, Inc.

a. Johnny's Jeans, page 6

b. The Little Shoemaker, page 96

c. Count Your Buttons, page 78

d. Where Is the Button?, page 88

e. Puddles, page 5

f. Sleeping Snow Drops, page 18

g. Sally Go Round the Sun, page 45

POEMS

"Rainy Days"

Rainy days are happy days
For then we get to use
Our raincoats and umbrellas
And rainy weather shoes.

GAMES

a. Going Traveling

Pack a suitcase with articles of clothing which the class has learned to name. Call on different children to unpack the suitcase and name the items. Pack with girl's clothing, then at another time pack with boy's clothing. The suitcase can also be packed with toys and other objects; however, the items chosen should be related to each other as in a vocabulary unit or in accordance to a specific sound which is being emphasized.

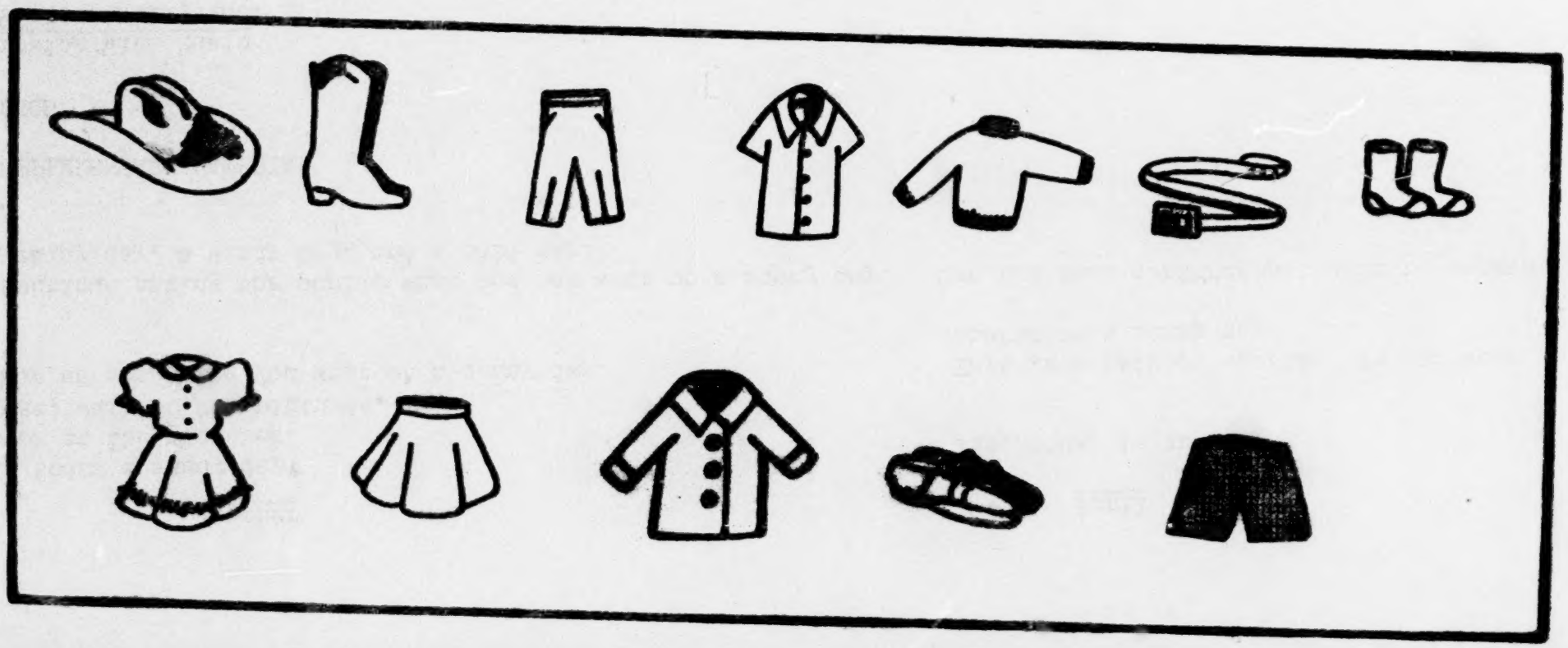
b. Shopping Game

The teacher tells the class to pretend they are going to the store to buy new clothes. She asks one pupil, "What are you going to buy?" The pupil stands and picks up an object of clothing and says, "I'm going to buy _____." He may try on the object he chooses.

c. Policeman and Lost Child

The teacher pretends to be a mother who has lost her child. A pupil pretends to be a policeman helping the mother find her child. The pupil asks the teacher, "What was he wearing?" The teacher describes another pupil in the room and the "policeman" tries to guess who it is. If he correctly identifies the lost child, he is allowed to be the policeman again.

CHART FOR TEACHING "WEAR" AND "WORE"



PERFORMANCE OBJECTIVES

The pupil will be able to

- use "wear" and "wore" correctly 90% of the time when used in a structured pattern.
- change tense of verbs "wear", "buy", "make", and "get" to past tense.

INSTRUCTIONS:

Teacher indicates pictures from left ot right as she asks the question. Answer must be structured until the response is automatic.

Teacher	Pupil
What did you wear?	I wore a hat. some boots pants a shirt
What did you buy? get	I bought a _____. got

UNIT IV

PRE-TEST
POST-TEST for WHAT CLOTHES DO YOU WEAR?

INSTRUCTIONS

Prepare class checklist using the following: (See sample checklist)

. What is this? (List as "Identification")

. Who wears this? (List as family member or sex)

. What color is this? (List as color words)

. Do any of these come in pairs? (List as correct choice)

CHECK LIST UNIT IV

	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test
Identification *														
Family Member														
Color														
Correct Choice														
Past Tense of Verb														
Pupil's Name														

* Record number of correct answers over number of items in test category

UNIT V - OUR TOYS

OUR TOYS

Time Allotment: Approximately 2 weeks

VOCABULARY

Subjects	Verbs
airplane	buy
blocks	bought
boat	cost
car	get
doll	got
dishes	like
shelf	take
shelves	does
puzzles	
teddy bear	
telephone	
train	
tricycle	
truck	
wagon	
top	
middle	
bottom	

IS1/ISA/153

MATERIALS

Pictures	Transparencies		Games	Books
Toy store scene and cards of individual toys	Where is the Ball	OT 73-5	The Way My Doll Walks	Little Toot
	Boy Playing at Home	OT 77-5	Jumping Jack	The Little Fire Engine
	Outdoor Activities	OT 77-6		The Little Engine that Could

Filmstrips

Roy's Toys	F1630
Toy Day in School	F1740
Taking Care of Things	M341

Songs

My Little Red Wagon
Don't Cry, Little Dolly

OUR TOYS

PERFORMANCE OBJECTIVES

The child will be able to

- identify 90% of the toys in the classroom
- make choices in selection of toys
- use correct verb forms "bought," "lost," "got" in social situations
- use ordinals "first," "second," and "third" to designate location

as measured by teacher observation of children's interaction while dramatizing toy store and recorded on checklist included in the unit.

INSTRUCTIONS

The teacher will present toys in a "toy store" situation.

BASIC SENTENCE PATTERNS

Teacher	Pupil
We are going to play store. What kind of store is this?	This is a toy store.
Let's name the toys. What is this?	That is a tricycle. train truck boat car telephone doll teddy bear wagon airplane

Teacher	Pupil
	Those are dishes. blocks puzzles
What do you like? want	I like the _____. want
Get a toy from the store. What did you get?	I got the _____.
What does he have? she	He has the _____. She
Do you have the wagon?	Yes, I have the wagon.
What did Tony get? Mary buy you	He got the _____. She bought the _____. I

OUR TOYS

PERFORMANCE OBJECTIVES

The child will be able to

- demonstrate the concept of "one more"
- use "is" and "are" correctly in structured sentences
- use "this," "that," "these" and "those" in the structured sentence

as measured by teacher observation and recorded on evaluation checklist.

INSTRUCTIONS

The teacher places one toy on the table. Provide other small toys to be placed by the pupil.

BASIC SENTENCE PATTERNS

Teacher	Pupil
What is this? (Add another car)	That is a car.
What did I do? These are cars.	You put one more. Those are cars.

(Repeat the sentence pattern many times with different objects, followed by charts depicting singular and plural pictured objects.)

These are blocks. dishes puzzles	Those are blocks. dishes puzzles
What do you like?	I like the _____. (Answers will vary)
Juan, ask Jose what he likes.	Jose, what do you like?
What do you want?	I want the _____.

Teacher	Pupil
May I play with the train? boat car	(Repeat)
What toy do you have? does he have she I	I have the _____. He has She You have
Do you have a wagon?	Yes, I have a _____. No, I don't have
Let's play toy store. Look at the store. What do you see?	I see a _____.
Where is the bear? doll wagon	It is on the top shelf. middle bottom
Look at the top shelf. What is first? second last	The _____ is first. second last
Which doll is the largest? car smallest boat	This one is the largest. smallest
Let's go to the store. What will you take?	I will take a penny. nickel dime quarter half dollar dollar some money

Teacher	Pupil
What will you buy?	I will buy a _____.
Juan, you may be the storekeeper. Ask Tony what he wants.	Juan: What do you want? Tony: I want the _____.
How much does it cost? (teacher model)	How much does it cost? Juan: It costs a _____. Tony: Thank you.

(Children act out several purchases before proceeding to the next patterns.)

What did Tony get?	He got the _____.
Mary buy	She bought
you	I
Which toys have wheels?	The wagon has wheels.
	car
	tricycle
	truck

CHART FOR TEACHING "HAS" AND "HAVE"

PERFORMANCE OBJECTIVES

The pupil will be able to use correctly:

- "have" and "has" in unstructured conversations
- personal pronouns; "he," "she," and "they"
- adjectives in proper sequence

as measured by teacher observation of pupil performance while orally interpreting pictures on the chart.

INSTRUCTIONS

The chart should include several pictures of individual boys and girls, and groups of children with various animals and toys. Color words, number words, and adjectives denoting size should be illustrated.

BASIC SENTENCE PATTERNS

Teacher	Pupil
What does he have? she do they	He has a _____. She They have
What does he have? she do they	He has a big _____. She — little They have — big brown little black

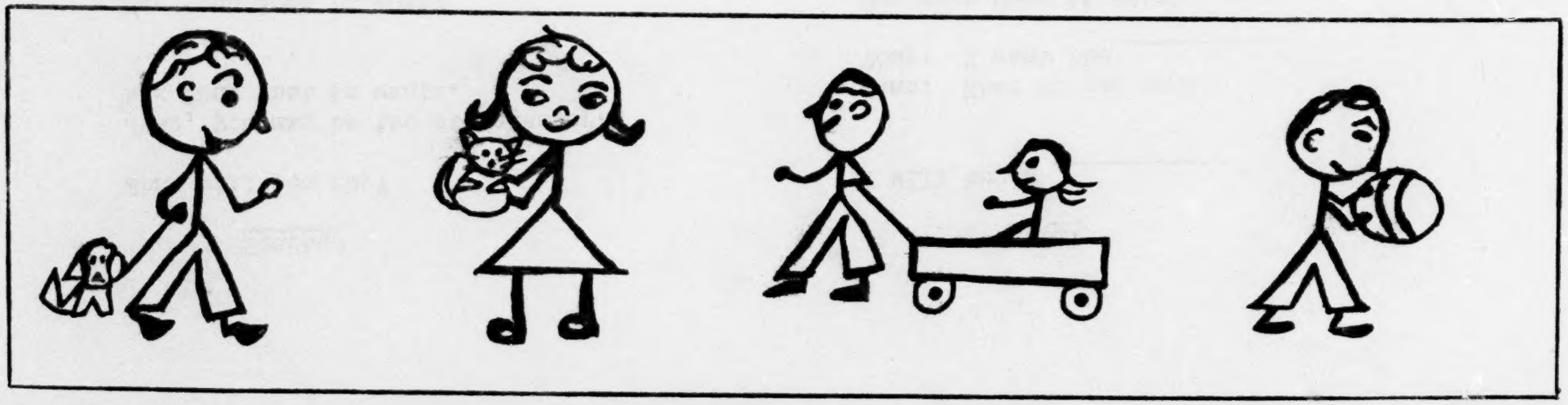


CHART FOR TEACHING "LOST" AND "FOUND"

PERFORMANCE OBJECTIVES

The pupil will be able to use

- "lost" and "found" in basic sentence patterns
- adjectives "new," "old," and "pretty"

as measured by teacher observation and recorded on an evaluative checklist.

INSTRUCTIONS

This may be used for both "lost" and "found." After basic pattern is established, enlarge the sentences by adding descriptive adjectives: new, old, pretty. Direct the pupils in the following dialogue.

BASIC PATTERN

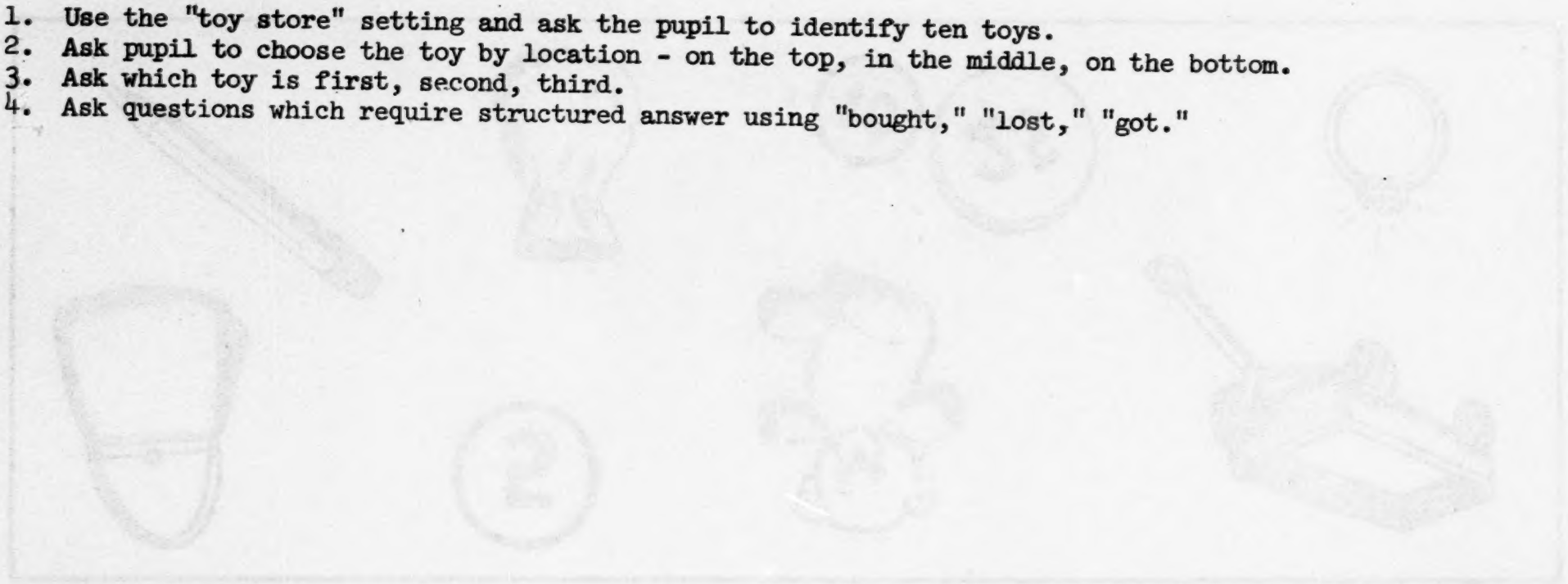
First pupil: I lost something.
found

Second pupil: Did you lose your purse?
find

First pupil: Yes, I lost my purse.
No, I didn't lose my purse.

PRE AND POST TEST FOR UNIT V OUR TOYS

1. Use the "toy store" setting and ask the pupil to identify ten toys.
2. Ask pupil to choose the toy by location - on the top, in the middle, on the bottom.
3. Ask which toy is first, second, third.
4. Ask questions which require structured answer using "bought," "lost," "got."



UNIT V - OUR TOYS

Check List

SCHOOL: ______________________ TEACHER: ______________________

	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	
Identification													
Choice													
Ordinals													
Verb Forms													
	Pupil's Name	Pupil's Name	Pupil's Name	Pupil's Name									

UNIT VI - ANIMALS BIG AND LITTLE

ANIMALS BIG AND LITTLE

Time Allotment: 3 units of 2 weeks

VOCABULARY

Pets	Zoo Animals	Subjects	Nursery Rhymes and Poems	Filmstrips
bird	alligator	farm	Little Boy Blue	F1739 A Visit to a Pet Store
cat	bear	feathers	Hey Diddle Diddle	F186 Shep, the Farm Dog
dog	elephant	pet	To Market to Market	F1627 Going to the Zoo
fish	fox	tail	Pussy Cat, Pussy Cat	F357 Three Billy Goats Gruff
frog	giraffe	wool	Higgledy Piggledy	F681 Brush, the Red Squirrel
gerbil	hippopotamus		My Black Hen	F683 Happy, the Rabbit
guinea pig	kangaroo			F677 Rabbits Grow
hamster	lion	Verbs		F1243 Tiny, the Kitten
kitten	monkey		Books and Stories	F1351 Animal Babies
puppy	seal	crawl		F676 Birds Grow
rabbit	snake	fly	The Tale of Peter Rabbit	F376 Chicken Little
rat	tiger	swim	The Three Pigs	
turtle	wolf		Three Billy Goats Gruff	Transparencies
	zebra		Chicken Licken	
Farm Animals		Phrases	The Hare and the Tortoise	OT 78-0 Animal Friends
	Games			OT 78-1 Animal Families
calf		in front of		OT 78-2 Farm Animals
chicken	Cat and Rat	in back of	Songs	OT 78-3 Animals of the Forest
colt	Farmer in the	in the middle of		OT 78-4 Animals of the Countryside
cow	Dell	under the tree	Old MacDonald Had	OT 78-5 Turtles, Fish, Snakes
duck	Let's Pretend*	between the	a Farm	
goat	Does He Fly?*	beside the	Six Little Ducks*	Pictures
hen	Frog in the		Old Mister Rabbit*	
horse	Sea*		Barnyard Song*	FP61 Farm Animals
kid	Watch Dog*	Drill	In the Apple Tree*	FP60 Pets
lamb				FP58 Wild Animals
pig		"sheep" not "cheap"		FP67 Zoo Animals
pony		drill "ir" sound		
rooster		(no comparable sound		
sheep		in Spanish)		
squirrel		bird		
turkey		girl		
		dirt		
		chicken not "schicken"		

* See Supplementary Material

ANIMALS BIG AND LITTLE - THE PET STORE

PERFORMANCE OBJECTIVES

The pupil will be able to

- identify animals in the pet shop
- describe animals using words to denote size, number, and color
- match baby animals with mothers
- use action verbs applicable to animal movement

as measured by social dramatization as children manipulate toy animals in the toy pet shop.

INSTRUCTIONS

The teacher presents the toy animals in a pet shop situation using shelves or building a toy pet shop with blocks.

BASIC SENTENCE PATTERNS

Teacher	Pupil
Let's play pet shop today. We will choose a pet. What pet do you see?	(Answers will vary.)
(Indicate animals beginning with the top shelf and progressing from left to right.)	
Let's name the animals.	That is a bird. dog cat kitten puppy turtle frog gerbil

Teacher	Pupil
Those are _____. (indicate animals)	Those are hamsters. guinea pigs fish rabbits rats
What color is the bird? dog cat	The bird is yellow. blue
Which pet would you like?	I would like the _____.
Guess which one I want. (Use simple sentences to describe one of the animals.)	I think you want a _____.
How many feet does the _____ have?	The _____ has _____ feet.
Which pet has feathers? Which pets have wings?	The _____ have _____.
Which pets have long ears? short tails a shell	
What is the baby dog called? cat	It's a puppy. kitten
How would a live dog move? cat fish turtle bird	It would walk. run swim crawl fly
What does a dog eat? cat fish	It eats _____. (Answers will vary.)

Teacher	Pupil
Do you have a pet?	Yes, I have _____. No, I haven't any.
What pets do we have at school?	We have a _____. (Answers will vary.)
Tell me about your pet. (Use questions if necessary to lead pupil in describing his pet.)	
What did you give him to eat? feed him	I gave him _____. fed him her
Where did you get him?	I got him from a store. her friend

(Continue questioning as applicable to pets enumerated by pupils.)

Where does your cat live? dog	My cat lives in the house. dog his house
Does your cat ever go outside your house? dog	Yes, he does. No, he doesn't.
Where do dogs and cats like to go?	(Answers will vary.)
What do dogs and cats like to do?	They like to _____. play with me catch rats (Answers will vary.)
Does a dog sleep? cat Show me how they sleep.	Yes, he does. (Answers will vary.) (Pupils demonstrate.)

Teacher	Pupil
How do they drink water? milk (Model response)	(Repeat)
They "lap up" the water. milk	
What do they use to "lap up" the water?	They use their tongues.
What do they use to eat their food?	They use their teeth.
Do they need a knife and fork like you do to eat?	No, they don't.
Why couldn't they use a knife and fork? (Model response)	They have no hands.

Instructions. Observe live animals in classroom situations including fish, turtles, gerbils, a bird (canary or parrakeet), chickens, rabbits, etc. Utilize sentence patterns when the appropriate animal is a "guest" in the classroom.

Where do our fish live?	Our fish live in water. a bowl of water
Where does the turtle live?	A turtle lives in water.
Does the turtle stay in the water all the time?	No, he doesn't.
What is he doing?	He gets up on a rock.
What does he eat?	He eats turtle food.
Where does he get it?	We give it to him.
Where does the gerbil live?	A gerbil lives in a cage.
What does he do in the cage?	He is sleeping. eating running around playing on the wheel

Teacher	Pupil
Let's watch him. (Model response as gerbil is observed in action)	
What must we do to keep him happy?	We must feed him. give him water keep his cage clean
Where does the canary live? parrakeet	The canary lives in a cage. parrakeet
What does the canary do? parrakeet	The canary flies. parrakeet hops around eats sings
Does the canary drink water? parrakeet	Yes, he does.
How does the canary drink? parrakeet (Model response as canary is observed)	
He takes a little water and throws his head back. The water runs down his throat.	(Repeat)
Do dogs and cats drink like a canary? parrakeet	No, they don't.
Do turtles and fish drink like a canary? parrakeet	No, they don't.

ANIMALS BIG AND LITTLE - ANIMALS ON THE FARM

PERFORMANCE OBJECTIVES

The pupil will be able to

- identify farm animals
- explain how some animals are useful
- describe animals using words denoting color, size, or distinctive characteristics

as measured by teacher observation of pupil performance during work and play activities.

INSTRUCTIONS

The teacher presents replicas of farm animals.

BASIC SENTENCE PATTERNS

Teacher	Pupil
Here are some animals who live on a farm. Which animals have you seen? (Indicate and model answer)	I have seen a cow. horse pig
Which animals give us milk? eggs bacon ham	Cows give us milk. Chickens eggs Pigs bacon Pigs ham
What is a baby cow called? horse sheep hen goat	It is a calf. colt lamb chicken kid
Which animals have hair?	Cows have hair. Horses Dogs Cats

Teacher	Pupil
Which animals have wool?	Sheep have wool.
Which animals have feathers?	Ducks have feathers. Chickens Hens Roosters Turkeys Birds
What animal has fur?	A rabbit has fur.
What does the cow say?	The cow says moo.
horse	horse neigh-h-h
duck	duck quack
pig	pig oink
chicken	chicken peep-peep
hen	hen cackle-cackle
rooster	rooster cock-a-doodle-do
turkey	turkey gobble-gobble
sheep	sheep baa-baa

Display flannel or magnetic board. Identify objects to be placed on the flannel or magnetic board. Place trees and a barn. Set the pattern before asking the pupils to follow these directions.

_____, put the bird in the tree.	I put the bird in the tree.
Where is the bird?	The bird is in the tree.
_____, put the cow behind the tree.	I put the cow behind the tree.
Where is the cow?	It's behind the tree.
_____, put the horse beside the tree.	I put the horse beside the tree.
Where is the horse?	It's beside the tree.
_____, put the chicken in front of the barn.	I put the chicken in front of the barn.
Where is the chicken?	It's in front of the barn.
_____, put the boy on the horse.	I put the boy on the horse.
Where is the boy?	The boy is on the horse.
_____, put the sheep between the barn and the tree.	I put the sheep between the barn and the tree.
Where is the sheep?	It's between the barn and the tree.

ANIMALS BIG AND LITTLE - ANIMALS AT THE ZOO

PERFORMANCE OBJECTIVES

The pupil will be able to

- identify the zoo animals
- discover likenesses and differences in animals
- use comparative adjectives "taller," "shorter," "faster," "slower," "larger,"

as measured by teacher observation of children as they work with the animals in work-play situations.

INSTRUCTIONS

The teacher displays facsimiles of zoo animals.

BASIC SENTENCE PATTERNS

Teacher	Pupil
This is a picture of a zoo. What is this?	That is a zoo.
Have you been to the zoo?	I have been to the zoo. haven't
What animals do you see?	I see a _____. (Answers will vary.)
Have you ever seen a _____?	Yes, I have. No, I haven't.
Here are some toy animals. (Display toy animals; indicate each in turn.)	

Teacher	Pupil
Have you seen a lion?	I have seen a lion.
tiger	tiger
bear	bear
elephant	elephant
kangaroo	kangaroo
zebra	zebra
alligator	alligator
hippopotamus	hippopotamus
giraffe	giraffe
monkey	monkey
seal	seal
snake	snake
The lion lives in the zoo.	The lion lives at the zoo.
tiger	
bear	
(Indicate two of the animals.)	
How are the animals alike?	They have four feet.
	two eyes
	two ears
	long tails
	big teeth
	(Answers will vary.)
How are the _____ and the _____ different?	The _____ is taller than the _____.
	shorter
	The _____ has a longer neck.
	shorter tail
	The _____ can run faster.

SUPPLEMENTARY MATERIAL

SONGS

Growing With Music
Prentice-Hall, Inc.

Barnyard Songs, page 56
In the Apple Tree, page 60
Old Mister Rabbit, page 117
Six Little Ducks, page 26

GAMES

Let's Pretend

The child who is "It" is allowed to pretend he is an animal. He pantomimes the characteristics of this animal while the other pupils try to guess which animal he is pretending to be.

Does He Fly?

The teacher says, "The bird flies." The class imitates as the teacher flaps her arms. Then the teacher says, "The horse flies," as she flaps her arms again. If the pupil imitates, he is out. The teacher repeats this procedure using various animals.

Frog in the Sea

One pupil sits in the middle of the circle, Indian fashion. The players run by and say: Frog in the sea, can't catch me. The frog tries to tag the pupils.

Watch Dog

Put a blindfold on the pupil who is the watchdog. Put a beanbag (bone) in front of him. The leader signals someone to take the bone. The child who takes the bone then says, "Watchdog, watchdog, wake up, wake up. You are a very, very lazy pup." The watchdog tries to guess who has the bone.

Legs

Two legs for birds and you and me.
Four legs for dogs and squirrels in a tree.
Six legs for beetles . . . away they go.
Eight legs for spiders--what do you know!

PRE AND POST TEST FOR UNIT VI

ANIMALS BIG AND LITTLE.

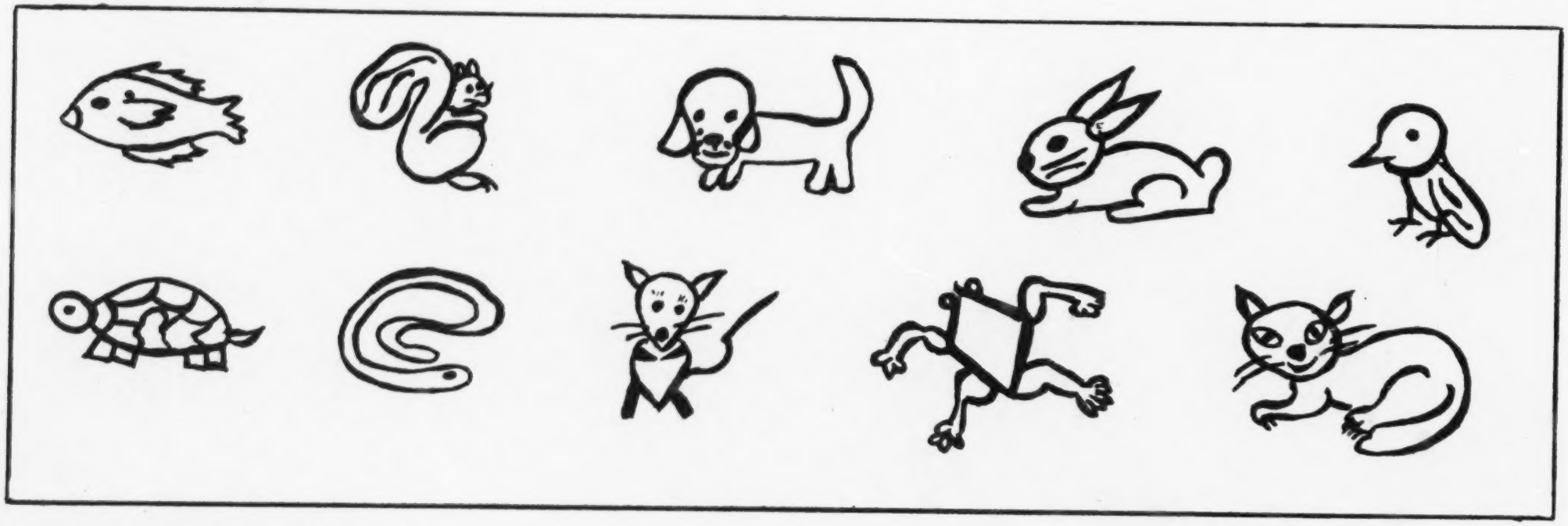
Place 12 facsimilies of pets, farm animals and zoo animals indiscriminately on the table.

1. The pupil identifies as many as possible.
2. The pupil moves the animals into three groups - pets, farm animals, and zoo animals.
3. The pupil chooses correct animal to match sound. (Teacher moos, clucks, meows)
4. The pupil chooses, largest, smallest, tallest, shortest.

ED 172

CHART I FOR TEACHING "SEE" AND "SAW"

(Do not write words on chart)



PERFORMANCE OBJECTIVES

The pupil will be able to:

- use "see" and "saw"
- use "big" and "little" in correct sentence patterns
- place number and color words in correct word order

as measured by teacher observation and recorded on evaluative check list.

INSTRUCTIONS:

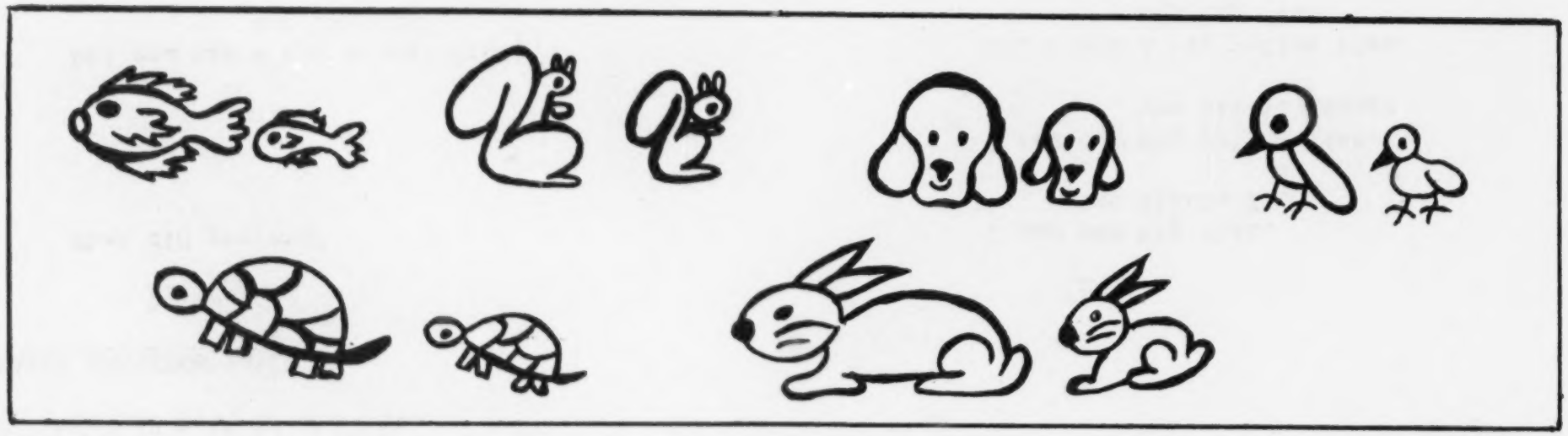
Reproduce the chart on a large chart tablet or poster board. Place pictures in rows. Read pictures from left to right in all drills. Pupils will continue in a chain drill. (asking pupil next to him the question)

BASIC SENTENCE PATTERNS

Teacher	Pupil
What did you see? (teacher indicates first picture, then quickly covers it as she asks question.)	I saw a fish. squirrel.
Joe, what did you see?	Joe: I saw a fish. What did you see, Juan? Juan: I saw a squirrel. Maria, what did you see?

(Practice until an automatic response using "saw" is established. This is an excellent drill to record on tape.

CHART II FOR REINFORCING USAGE OF "SAW" AND DRILL FOR USE OF "BIG" AND "LITTLE"



INSTRUCTIONS

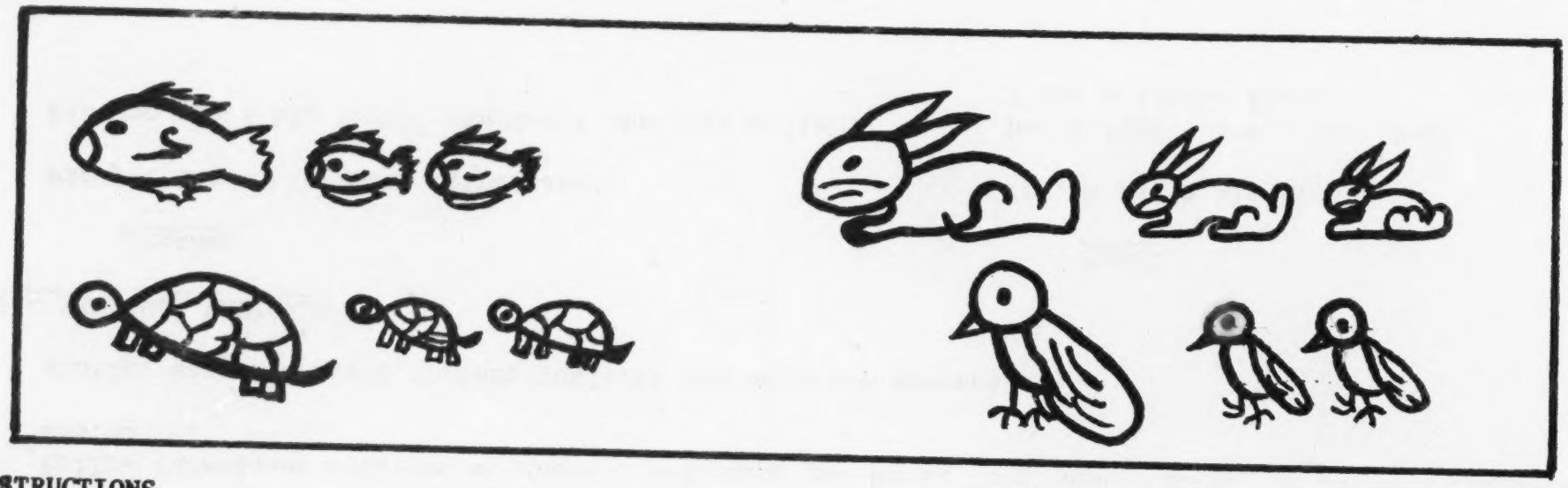
Follow techniques employed on chart I including the words "big" and "little" in correct comparative statement.

Another exercise might include positive and negative answers.

BASIC SENTENCE PATTERNS

Teacher	Pupil
Did you see a big fish? (indicate)	Yes, I saw a big fish.
Did you see a big fish? (indicate the little fish)	No, I didn't see a big fish. I saw a little fish.

CHART III FOR TEACHING SEQUENCE OF NUMBERS AND COLOR WORDS IN SENTENCES UTILIZING "SEE" AND "SAW"



INSTRUCTIONS

Follow technique employed in previous charts, but add number and/or color words. Do not attempt to add both in one lesson.

BASIC SENTENCE PATTERNS

Teacher	Pupil
What did you see?	I saw one big fish. two little fish
	I saw one big yellow fish. two little orange
Did you see a big orange fish? two big fish	No, I saw a big yellow fish. one big fish two little fish

More advanced language patterns using the same charts include prepositional phrases and complex sentences.

Teacher	Pupil
What did you see?	I saw a fish swimming in the water.
	I saw a big fish swimming in the water.
	I saw a big yellow fish swimming in the water.
What did you see?	I saw a fish under a lily pad. big big yellow

CHECKLIST FOR UNIT VI: ANIMALS BIG AND LITTLE

	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
IDENTIFICATION*	3/5	4/5										
CLASSIFICATION												
AUDITORY DISCRIMINATION												
COMPARATIVE ADJECTIVES												

NAME

* 3/5 Number Right / Number Tested

UNIT VII - HAPPY DAYS

HAPPY DAYS - A BIRTHDAY PARTY

Time Allotment: May be used interspersed through the year as children have birthdays.

VOCABULARY

Nouns	Verbs	Adjectives	Adverbs	Pronouns	Films
birthday	ate	clean	yes	all	M369 Beginning Responsibility
bow	bought	delicious	no	her	F591 On the Playground
box	bring	enough		him	F2614 Let's Have a Party
brother	buy	five		his	
cake	could	four		it	
candles	couldn't	funny		that	
candy	did	good		these	
children	does	new		they	
cookies	drink	old		those	
friends	drank	one		we	
grandfather	eat	pretty		what	
grandmother	gave	six		whose	
ice cream	get	three		who	
neighbors	give	two			
juice	got				
party	had				
presents	has				
punch	liked				
sandwich	like				
soda	thank				
	wanted				
	would				

PERFORMANCE OBJECTIVES

The pupil will be able to

- tell his age using correct sentence patterns
- count to five in one-to-one relationship
- classify people using terms as friend, neighbor, aunt, uncle, grandfather, and grandmother
- distinguish between concept of "eat" and "drink"
- use verbs "ate," "drank," "brought" and "took" meaningfully
- classify foods usually served at birthday parties

as measured by teacher observation of interaction of pupils in dramatizing a birthday party.

INSTRUCTIONS

Display a picture of children at a birthday party and a cake with five candles.

BASIC SENTENCE PATTERNS

Teacher	Pupil
This is _____ (girl's name).	
_____ had a birthday.	
Who had a birthday?	_____ had a birthday.
How old was _____?	She was five years old.
How old are you? (Teacher may have to model response)	I am five years old.
How many candles are on the cake?	Five candles are on the cake.
Let's count the candles.	One, two, three, four, five.
Let's blow out the candles and make a wish. (Teacher demonstrates)	
I wish for a _____.	
What did you wish?	I wished for a _____. (Answers will vary)

Teacher	Pupil
Who came to the party?	A boy came to the party. girl friend neighbor Her brother sister
Did boys come to the party? girls mothers	Yes, boys came to the party. girls No, Mother did not come.
Who brought _____ a present?	Everybody brought her a present. Her aunt uncle grandmother grandfather
If you were going to the party, what would you take?	I would take a _____.
What did _____ take?	He took a _____.
What did the children eat?	They ate birthday cake. cookies ice cream candy cupcakes
What did they drink?	They drank Kool-ade. lemonade chocolate
What would you rather have?	I would rather have _____. (Answers will vary)

SUPPLEMENTARY ACTIVITIES

Help individual pupils learn when their birthday occurs. Each birthday should be observed at school. Invite the pupil to choose a small gift from a birthday box, wear a birthday hat, or choose games, records, or stories for the day.

HAPPY DAYS - A TRIP TO THE PARK

Time Allotment: Approximately 1 week

VOCABULARY

Nouns	Verbs	Adjectives	Adverbs	Pronouns	Films
brother	ate	delicious	soon	all	F2315 Family Fun
cake	bring	enough	today	her	F1738 A Visit to the Park
candy	brought	sweet	tomorrow	him	F2337 Our Parks and Playgrounds
children	drank			his	F1964 A Trip to the Beach
cookies	drink			he	
family	eat			it	
friends	like			she	
hamburger	liked			they	
lunch	want			we	
neighbor	wanted				
picnic					
punch					
sandwich					
soda					

A TRIP TO THE PARK

PERFORMANCE OBJECTIVES

The pupil will be able to

- relate personal experiences in structured sentence pattern form
- use words and phrases denoting time in oral conversation 90% of the time

as measured by teacher observation of interaction of pupils in social dramatization.

INSTRUCTIONS

Display large poster of park scene with children occupied in many different activities, including use of playground equipment, playing with toys, and having a picnic.

BASIC SENTENCE PATTERNS

Teacher	Pupil
Where are the children? (Indicate the entire poster)	They are at the park.
What are they doing?	(Answers will vary)
Are they happy? having fun	Yes, they are happy. having fun
How did they get to the park?	They came in a car. on bus bicycle walked
Did you ever go to a park? Did you take something to eat? That is a picnic. Let's pretend we are going to the park for a picnic.	(Answers will vary as each tells his own experiences)

Teacher	Pupil
What will we take to eat? play with	I'll take _____. (answers will vary)
Who will go with you?	My father will go with me. uncle aunt mother brother friend
When will we go? Let's go today. tomorrow this afternoon in the morning next week Saturday after a while	(Repeat, using substitution drill)
Rosa, when do you want to go?	I want to go _____.
What will you do at the park?	I will play on the slide. swings jungle gym in sand with my ball toys on grass
How long will you stay at the park? Let's stay all day. afternoon until night two hours a long time a little while	(Repeat, using substitution drill)

SUPPLEMENTARY ACTIVITIES

Provide lunch box in housekeeping center to inspire pupils to dramatize packing a lunch and having a picnic.

HAPPY DAYS - HALLOWEEN

Approximate Time Allotment: 1-2 weeks

VOCABULARY

Subjects	Pronouns	Verbs	Adjectives	Adverbs	Prepositions	Phrases
cat	I	can	orange	where	on	thank you
mask	you	wear	black	when		trick or treat
costume	she	ride	brown	how		up and down
ghost	he	see	ugly			
jack-o-lantern	who	be	pretty			
witch	her	say	many			
owl	it	want	some			
night		do	more			
street		have	less			
		walk	an			
		draw				
		will				
		scare				
		hoot				

Incidentals

boo
whoo
it's
spooks

MATERIALS

Pictures or Objects	Songs	Films	Tapes
cats ghosts witches costumes masks brooms hats	Growing With Music I "Halloween" American Singer I "Funny Witches" "Brownies and Witches" Birchard Music Series (Kindergarten Ed.) "Halloween" "A Halloween Hello" "It's Halloween" "Jack-o-Lantern"	"Winnie the Witch" "Celebrating Halloween"	Black Cats and Jack-o-Lanterns Halloween in Animal Town Witches, Pumpkins, and Goblins

HALLOWEEN

PERFORMANCE OBJECTIVES

The pupil will be able to

- name and identify Halloween symbols
- use descriptive words such as: ugly and pretty
- observe safety for Halloween fun

as measured by teacher observation.

INSTRUCTIONS

Display pictures and/or Halloween objects: masks, jack-o-lantern, costumes, ghosts, witches, brooms, cats, owls, and "trick-or-treat" bags.

BASIC SENTENCE PATTERNS

Teacher	Pupil
Halloween is almost here. Here are some Halloween things. (Indicate objects and/or pictures.)	
This is a witch. The witch wears a black hat. She wears a black dress. She rides on a broom. She has a black cat. She is ugly. (Point to picture of witch.)	
What do you see?	I see a witch.
What does she wear?	She wears a black hat.
What does she ride?	She rides a broom.
What does she have?	She has a black cat.
Is she pretty?	No, she's not.
Is she ugly?	Yes, she is.
When do you see witches and cats?	We see witches and cats on Halloween.

Teacher	Pupil
_____, ask Mary: What does the witch wear?	_____: Mary, what does the witch wear? Mary: She wears a black hat.
_____, ask Peter: What does the witch have?	_____: Peter, what does the witch have? Peter: She has a black cat.
_____, ask Joe: What does the witch ride?	_____: Joe, what does the witch ride? Joe: She rides on a broom.
The witch is make-believe. The witch is not real. Is the witch real?	No, the witch isn't real. The witch is make-believe.
(Point to picture of ghost.) This is a ghost. The ghost is white. He can scare you. He is spooky. He says "Boo!" What do you see?	I see a ghost.
Does he scare you?	No, he doesn't. Yes, he does.
Does he look spooky?	Yes, he does. No, he doesn't.
Is he pretty? ugly	(Answers will vary.)
What does he say?	He says, Boo!
When do you see ghosts?	We see ghosts on Halloween.
_____, ask Janie: Can a ghost scare you?	_____: Janie, can a ghost scare you? Janie: Yes, a ghost can scare me. No can't

Teacher	Pupil
The ghost is make-believe. The ghost isn't real. We are not afraid of the witch. ghost	
Lile, ask Becky to show us a ghost.	Lile: Show us a ghost. Becky: Here is a ghost.
Fred, ask Lala what color the ghost is.	Fred: What color is the ghost? Lala: The ghost is white.
Is the ghost real?	No, the ghost is make-believe.
This is a jack-o-lantern. The jack-o-lantern is big. It is orange. It has a big face. It has eyes, a nose, and a mouth. This jack-o-lantern has a happy face. sad funny ugly	
It is a pretty jack-o-lantern. It is round.	
(Point to picture of jack-o-lantern.) What do you see?	I see a jack-o-lantern. pretty jack-o-lantern
Is the jack-o-lantern orange? black	Yes, it is. No, it's orange.
Does it have a face? eyes mouth nose	Yes, it does.

Teacher	Pupil
Does it look sad? happy funny	(Answers will vary.)
When do you see jack-o-lanterns?	We see jack-o-lanterns on Halloween.
_____, ask Peter to tell you about the jack-o-lantern.	_____: Peter, tell me about the jack-o-lantern. Peter: The jack-o-lantern is _____. (Answers will vary.)
(Continue in directed dialogue.)	
This is an owl. It is brown. It has big eyes. You can see the owl at night. The owl hoots: Whoo! Whoo! (Point to the pictures of an owl.) What do you see? Is it brown? Does it have big eyes? What does the owl say?	 I see an owl. Yes, it's brown. Yes, it does. He says: Whoo! Whoo!
We wear masks and costumes on Halloween.	
This is a mask. What is this?	 That is a mask.
These are eyes. (Teacher points to eyes.) What are these?	 Those are eyes.
This is a nose. What is this? mouth	That is a nose. mouth
Where do we put the mask? (Teacher may have to prompt.)	We put the mask in front of our face.

Teacher	Pupil
We "dress up" in funny clothes on Halloween like ghosts or witches. What do you want to be on Halloween?	I want to be a _____.
What do you see on Halloween?	I see witches. cats ghosts jack-o-lanterns owls
Boys and girls, let's draw pictures of Halloween things. _____, what will you draw?	I will draw a _____.

(Continue this procedure. A mural may be developed by using pupils' drawings.)

Let's count the witches. One, two, three . . . cats jack-o-lanterns owls ghosts	One, two, three . . .
_____, how many witches do you see? cats jack-o-lanterns ghosts owls	I see _____ witches. cats jack-o-lanterns ghosts owls
Do you see more cats or ghosts? owls witches ghosts jack-o-lanterns	I see more _____.
Do you see fewer cats or ghosts? owls witches ghosts jack-o-lanterns	I see fewer_____.

Teacher	Pupil
Halloween is fun. Boys and girls go "Trick or Treat." They wear masks and costumes. They take a "Trick or Treat" bag. They go up and down the street knocking on doors at their friends' homes. They say "Trick or Treat." A lady opens the door and she gives them candy or cookies. They say "Thank you." They put the candy in the "Trick or Treat" bag. What do you do on Halloween night? wear take with you	I go "Trick or Treat." I wear a costume. I take a "Trick or Treat" bag.
Where do you go?	I go up and down the street to my friends' homes.
What do you say to the lady?	I say "Thank you."
Boys and girls walk when they go "Trick or Treat." They are careful when they cross the street. They go with Mother or big sister or brother.	
How do you go "Trick or Treat"?	I go walking.
Who takes you?	_____takes me.
(Dramatize Halloween "happenings.")	

SUPPLEMENTARY MATERIALS

FINGER PLAYS

Halloween

It was the finest pumpkin that you have ever seen.
(Make circle with arms)

It grew in Tommy's garden on the night of Halloween.

He took his knife to cut the top,
(Action of cutting)

He scooped it with a spoon,
(Action of scooping)

He made two eyes,
(Make round circles with fingers at eyes)

A nose so long,
(Point to nose)

A mouth just like a moon.
(Draw half-moon in air)

He put a candle in it,
(Hold up one finger)

Then still as any mouse,

He crept up very slowly to a window in his house.
(Move fingers in creeping motion)

He held the jack-o-lantern.
(Pretend to hold)

Till his mother cried, "Look here!"

It seems to me some brownies
Are hiding very near!

Maude Burnham

Three Little Witches

One little, two little, three little witches,
(Hold up fingers one by one)

Ride through the sky on a broom;
(Hands clasped together in front as though grasping broomstick)

One little, two little, three little witches,
(Repeat action in line one)

Wink their eyes at the moon.
(Wink one eye while making circle with arms)

(Flannelboard materials including three witches on broomsticks and a full moon may be used.)

Five Little Goblins

Five little goblins on a Halloween night
Make a very, very spooky sight.

The first one danced on his tippy-tip-toes;
(Hold up first finger)

The next one tumbled and bumped his nose:
(Hold up second finger)

The third one gave me a Halloween scare
(Hold up third finger)

The next one walked like a fuzzy bear;
(Hold up fourth finger)

The next one sang a Halloween song.
(Hold up thumb)

Five goblins played the whole night long!

Ten Little Pumpkins

Ten little pumpkins all in a line,
(Hold up ten fingers)

One became a jack-o-lantern,

Then there were nine.
(Bend down one finger)

Nine little pumpkins peeking through the gate;

An old witch took one,

Then there were eight!
(Bend down one finger)

Eight little pumpkins, there never were eleven.

A green goblin took one.

Then there were seven.
(Bend down one finger)

Seven little pumpkins full of jolly tricks;

A white ghost took one,

Then there were six.
(Bend down one finger)

Six little pumpkins glad to be alive,

A black cat took one,

Then there were five.
(Bend down one finger)

Five little pumpkins by the barn door,

A hoot owl took one,

Then there were four.
(Bend down one finger)

Four little pumpkins as you can plainly see;

One became a pumpkin pie,

Then there were three.
(Bend down one finger)

Three little pumpkins feeling very blue;

One rolled far, far away,

Then there were two.
(Bend down one finger)

Two little pumpkins alone in the sun,

One said, "So long,"

And then there was one.
(Bend down one finger)

One little pumpkin left all alone,

A little boy chose him,

Then there were none.
(Bend down last finger)

Ten little pumpkins in a patch so green,

Made everyone happy on Halloween.

SUGGESTED ACTIVITIES

The Jack-o-lantern

Pupils cut out orange jack-o-lanterns and attach them to tongue depressors. Help pupils make facial features showing the following expressions: happy, sleepy, angry, surprised, crying, sighing, sad, and glad. Pupils stand in line and hold jack-o-lanterns as class and teacher recite:

This jack-o-lantern is happy,
This jack-o-lantern is sad,
This jack-o-lantern is angry,
This jack-o-lantern is glad,
This jack-o-lantern is sleepy,
This jack-o-lantern is surprised,
This jack-o-lantern cries,
This jack-o-lantern sighs.

Tell the Ghost

Make black cats, witches, and ghosts using construction paper cut in the shapes of circles and half circles. Make ghost puppets from old sheets to use while practicing sentence patterns. One ghost may ask questions about Halloween, and other Halloween characters answer.

(Encourage pupils to take turns telling original ghost stories.)

HAPPY DAYS - THANKSGIVING

Time Allotment: 2 weeks

VOCABULARY - MATERIALS

Subjects	Adjectives	Pictures or Objects	Films
corn	thankful	corn	M542 The Story of the Pilgrims
dinner		crops	F1863 Art Activities for Thanksgiving
food		Indians	
Indian		log cabin	
log cabin		Mayflower	Tapes
November		teepee	
Pilgrims		turkey	T750 A Story of Thanksgiving
pumpkin pie			
teepee			
Thanksgiving		Songs	Pictures
turkey		Five Fat Turkeys*	FP145 Thanksgiving Day

Art

Indian Headdress*
Thanksgiving Turkey*
Thanksgiving Mural*

* See Supplementary Material

PERFORMANCE OBJECTIVES

The pupil will be able to describe Thanksgiving celebrations in basic sentence patterns as measured by teacher observation in show and tell activities.

INSTRUCTIONS

Use pictures to illustrate the story of the first Thanksgiving.

Teacher	Pupil
A long time ago, some people came to live in this country. They came from far, far away across the ocean. We called them Pilgrims. This is what they looked like. (Show pictures)	
Did the Pilgrims dress like we do?	No, the Pilgrims did not dress like we do.
What are they wearing?	They are wearing _____ (describe clothing).
They came in a big boat. The name of their boat was the Mayflower. This is what their boat looked like. (Show picture of the Mayflower)	
Does it look like this boat? (Show picture of toy boat)	No, it does not look like that boat.
Is it different?	Yes, it is different.
It took them many, many days to get to this land, America. When they arrived here, there were no houses, no stores, no school, no towns. The only people that lived here were the Indians. (Show picture of Indians) They lived in teepees. (Show picture of teepees)	
Do you live in a teepee?	No, I live in a house.

Teacher	Pupil
There were no houses but there were a lot of trees. The Pilgrims cut the trees and made log cabins. They looked like this. (Show picture of log cabin)	
Does it look like your house?	No, it doesn't look like my house.
Does it have anything that your house has?	Yes, it has a door and windows.
It was very cold. The Pilgrims had to hunt for something to eat. They ate turkey, deer, rabbits, and fish. (Show pictures of these animals)	
What is this?	That is a turkey. deer rabbit fish
They planted corn. What is this?	That is corn.
They planted pumpkins. What is this?	That is a pumpkin.
Soon the corn and pumpkins were ready to eat.	
Do you think the Pilgrims were happy?	Yes, they were happy.
Did they have something to eat?	Yes, they had something to eat.
The Pilgrims were so happy they decided to have a big feast. A feast is like a big dinner party. They invited the Indians.	
Whom did they invite?	They invited the Indians.

Teacher	Pupil
The Indians and the Pilgrims had a big feast.	
What did they eat?	They ate corn. turkey pumpkin pie berries deer meat
They called this feast Thanksgiving. Every year we have a Thanksgiving dinner. We are thankful for all the good things we have.	

202

SUPPLEMENTARY MATERIALS

SONGS

Growing With Music
Prentice -Hall, Inc.

Five Fat Turkeys, page 135

Kindergarten Book
Ginn

Thanksgiving Is Coming, page 76
Company is Coming, page 76
A Big Fat Turkey, page 76
Gobble, Gobble, page 77

203

GAMES

First Thanksgiving

The teacher asks the class to pretend they are getting ready for the first Thanksgiving. The class pantomimes the action. Sentence patterns to be developed are:

We are getting dressed for the hunt.
hunting for the turkey
shooting the turkey
getting our dinner ready
giving thanks for our dinner
eating our dinner with our Indian friends

Thanksgiving Mural

Each child is provided with colored chalk and large sheets of newsprint. He is directed to draw large pictures related to Thanksgiving. Class selects appropriate drawings to compose a Thanksgiving mural.

Indian Headdress

The teacher demonstrates how to fold colored construction paper in order to cut feathers for an Indian headdress. The pupil chooses his colors and cut feathers. The teacher staples feathers inside strip of tagboard to fit individual pupil's head.

HAPPY DAYS - CHRISTMAS

Time Allotment: 3 weeks

VOCABULARY

Subjects	Verbs	Adjectives	Pictures or Objects	Stories and Filmstrips
angel bells candle candy card carols chains chimney Christ Christmas Christmas tree December decorations elves gifts holly manger ornaments poinsettia sleigh snow snowman stocking tinsel reindeer winter wreath	decorate wrap	jolly merry	angel candy chimney Christmas candy Christmas decoration Christmas tree Christmas star Christmas wreath elves - reindeer gifts - Santa Claus holly - sleigh manger - snowman presents - toys	F344 Gift of St. Nicolas F1015 Celebrating Christmas F1016 Hymns of the Nativity F1864 Art Activities for Christmas **Tapes** T666 Hang Up Your Stocking! T756 Trimming the Christmas Tree

Songs	Games	Art
Jingle Bells Jolly Old St. Nicolas Rudolph the Red-Nosed Reindeer	Christmas*	Christmas Stocking* Toy Mural*

Poems

The Night before Christmas
The Little Pine Tree

* See Supplementary Material

902

PERFORMANCE OBJECTIVES

The pupil will be able to describe in a basic sentence pattern

- selected Christmas symbols (Santa Claus, Christmas tree, stocking)
- appearance of objects using comparative adjectives

as measured by teacher observation in a show and tell activity.

SUPPLEMENTARY MATERIALS

ART

Christmas Stockings (cut and paste)

The teacher distributes red and green pieces of construction paper. She shows some decorated stockings, calling attention to the various means of decorating. Pupils are directed to cut stockings and decorate with scraps of giftwrap paper, glitter, sequins, creating their own designs.

Toy Mural

Pupils cut out toys from colored construction paper. Paste on mural creating a toy shop. Teacher or aide assists in background scene or arrangement of toys.

Christmas Card

The pupils design a Christmas card for Mother.

Christmas Decorations

Pupils make decorations and decorate the tree.

SONGS

The Kindergarten Book
Ginn

Greeting Song, page 82
Jingle Bells, page 82
Santa's Helpers, page 83

GAMES

Christmas

The teacher tells the class to pretend they are getting ready for Christmas. Sentence patterns to be developed are:

We are buying presents.
getting the tree
decorating the tree
wrapping our presents
eating our Christmas dinner

The class pantomimes each of the sentences.

INSTRUCTIONS

Use objects and pictures of Christmas trees, decorations, and Santa Claus.

Teacher	Pupil
Who is this?	That is Santa Claus.
What is he wearing?	(Pupils describe Santa's clothes.)
Is Santa tall? short chubby fat	(Answer in complete sentence using basic sentence patterns.)
What does he have in his bag?	He has toys in his bag.
What toys do you think he has in his bag?	He has dolls. trains marbles dishes cars

Teacher	Pupil
Who plays with dolls?	Girls play with dolls.
trains	Boys trains
marbles	Boys marbles
dishes	Girls dishes
cars	Boys cars
(Continue naming toys.)	
Who are the toys for?	They are for boys and girls.
Where does Santa put the toys?	He puts the toys under the Christmas tree.
	Santa in stockings
	on the floor
	behind the Christmas tree
What color are Christmas trees?	Christmas trees are green.
	silver
	pink
	blue
Are Christmas trees big or little?	Some trees are big.
	little
Are all Christmas trees alike?	No, there are many kinds of Christmas trees.
What do we put on Christmas trees?	We put a star.
	lights
	decorations
	ornaments
	tinsel
	snow
	angels
(Display large and small tree on flannel board.	Provide groups of flannel board decorations.)

Teacher	Pupil
Juan, put three balls on the big tree. What did you do?	I put three balls on the big tree.
Joe, count the lights on the big tree. little	There are _____ lights.
Which tree has more balls? lights candy canes	This tree has more. (Indicate)

(Continue counting exercises and one-to-one correspondence using the flannel board objects.)

Display varied sizes of wrapped packages or pictures of packages.

Look at this package. What could it be?	Maybe it is a _____.
Could this fit in the box? (Indicate a toy of distinctive size.)	Yes, it could. No, it couldn't.
Is the box big enough for a _____? long tall	(Pupil makes response after observation.)
Which box do you think the bat is in? doll ring hat	I think it is in this one. (Indicate correct box.)
Could the bat be here? (Indicate box of different shape.)	No, the box is not big enough. round too little

HAPPY DAYS - VALENTINE'S DAY

Time Allotment: 1 week

VOCABULARY

Subjects	Verbs	Pictures and Objects
cupid	love	cupid
doily	mail	heart
envelope	send	paper doily
heart		Valentine candy
lace		Valentine card
valentine		

Songs

Valentines Red*
Roses are Red*

Art

Instructions for Cutting a Heart*

Decorating a Valentine Envelope*

Stories and Filmstrips

F1009 Celebrating St. Valentine's Day

Films

F1865 Art Activities for Valentine's Day
F1723 Stories for Special Days

Tape

T700 For My Valentine

* See Supplementary Material

PERFORMANCE OBJECTIVES

The pupil will be able to participate in an experience of sharing.

INSTRUCTIONS

Display different kinds of valentines and plain red hearts.

Teacher	Pupil
These are valentines. (Show valentines.) What are these?	Those are valentines.
Are all the valentines alike?	No, they are different.
Is this valentine pretty? big little funny	(Answers will vary.)
What do you see on this valentine?	I see a funny duck. boy girl pretty flower
This is a red heart. (Show a red heart.) What is this? It is not a valentine.	That is a red heart.
Is a red heart a valentine?	No, it is not a valentine.
I will make a valentine with this red heart. What will I make? (Teacher draws a few flowers and writes "Be My Valentine.")	You will make a valentine.
What did I write? draw	You wrote "Be My Valentine." You drew little flowers.

Teacher	Pupil
What is this now?	It is a valentine.
(Teacher continues to use red hearts and make a few valentines; ask questions as she makes the valentines.)	
What do we do with valentines?	We give them away.
Yes, we give a valentine to someone we like.	We can give valentines to friends. mother father sister brother teacher
Can we make valentines? buy	Yes, we make valentines. buy
Where do we buy valentines?	We buy valentines at the store.
Jose, ask Nora if all valentines look alike.	Jose: Do all valentines look alike? Nora: No, valentines are not all alike.
Who do we give valentines to?	We give valentines to friends.

(Continue this procedure using basic sentence patterns.)

SUPPLEMENTARY MATERIAL

Instructions for Cutting a Heart

To help a child learn to cut a symmetrical heart, the teacher holds a folded piece of paper and says, "I am going to cut an ice cream cone." She starts with the point, cutting out an ice cream cone." She starts with the point, cutting out and up to the "ice cream" part and over the ice cream back to the fold. She holds this up and asks, "What part is round? Is it like an ice cream cone?" "Try and see if you can make an ice cream cone like this one." When opened, the child sees he has made a heart.

Decorating Valentine Envelopes

The child decorates an envelope to hold the valentines given to him by his friends. (The teacher has made the envelope by folding a sheet of manila paper twice, making a short flap, and stapling the sides.) The child is encouraged to decorate his envelope with heart cut-outs, arranged to make people, flowers, or his original design.

Creating With Hearts

The child, after learning how to cut hearts, makes a picture or decoration using hearts in as many ways as he can think of to use them, as hearts for faces, dresses, hands, and flower parts.

HAPPY DAYS - EASTER

Time Allotment: 1 week

VOCABULARY

Subjects	Verbs	Pictures or Objects	Stories and Filmstrips
basket	boiled	chickens	F1011 Celebrating Easter
bonnet	dye	Easter basket	F1866 Art Activities for Easter
chickens		Easter eggs	
church		Easter rabbit	
eggs		dye (verb)	<u>Films</u>
parade			
park			SF84 Mary's Easter Lambs
picnic		<u>Songs</u>	SF85 Mrs. Hen's Easter Surprise
			SF102 Rackety Rabbit
		Here Comes Peter Cottontail	
		A Child's First Easter Record	<u>Tapes</u>
		Mr. Easter Rabbit*	
			T757 A Very Happy Easter Egg
			T686 We Paint Our Easter Eggs

* See Supplementary Material

PERFORMANCE OBJECTIVES

The pupil will be able to

- demonstrate understanding of: different, same, more than, and less than
- use vocabulary related to Easter in meaningful sentences

as measured by teacher observation.

INSTRUCTIONS

Use objects and pictures.

Teacher	Pupil
Soon it will be Easter. When you go to a store, you will see many Easter things. You will see this animal. (Show picture of an Easter Rabbit.)	
What is this?	That is a rabbit.
Does he look like this rabbit? (Show picture of ordinary rabbit.)	No, he is different. not the same
Are both rabbits?	Yes, both are rabbits.
Can these rabbits hop?	Yes, the rabbits can hop.
Do they have long ears? short tails	Yes, they have long ears. short tails
How is the Easter Rabbit different?	(Pupils compare rabbits, using basic sentence patterns.)
What color are Easter Rabbits?	Easter Rabbits are many colors. white red blue pink yellow

Teacher	Pupil
What does the Easter Rabbit bring to boys and girls?	He brings eggs. a basket of eggs toy rabbits chickens
What color are the Easter eggs?	The eggs are many colors. red blue pink yellow
Where does the rabbit put them?	He puts them in a basket. nest under the chair
What do boys and girls do with the Easter eggs?	We eat the Easter eggs.
How will they taste?	They will taste good. sweet salty
(Display sets of eggs of varied numbers.)	
How many eggs are in this set?	There are _____.
How many are red? blue yellow	_____ are red. blue yellow
Which set has more eggs?	This set has more. (Pupil indicates.)
How many rabbits are there? eggs	There are five rabbits. four eggs

Teacher	Pupil
Are there enough eggs for each rabbit?	No, there aren't.
How many do you need?	I need one more.

(Continue drill using more, less, same, enough, and set in sentence patterns.)

SUPPLEMENTARY ACTIVITIES

MUSIC ACTIVITIES

Dance to "Here Comes Peter Cottontail"

(See Indian Headdress instructions in Art Activities and adapt to bunny ears.)

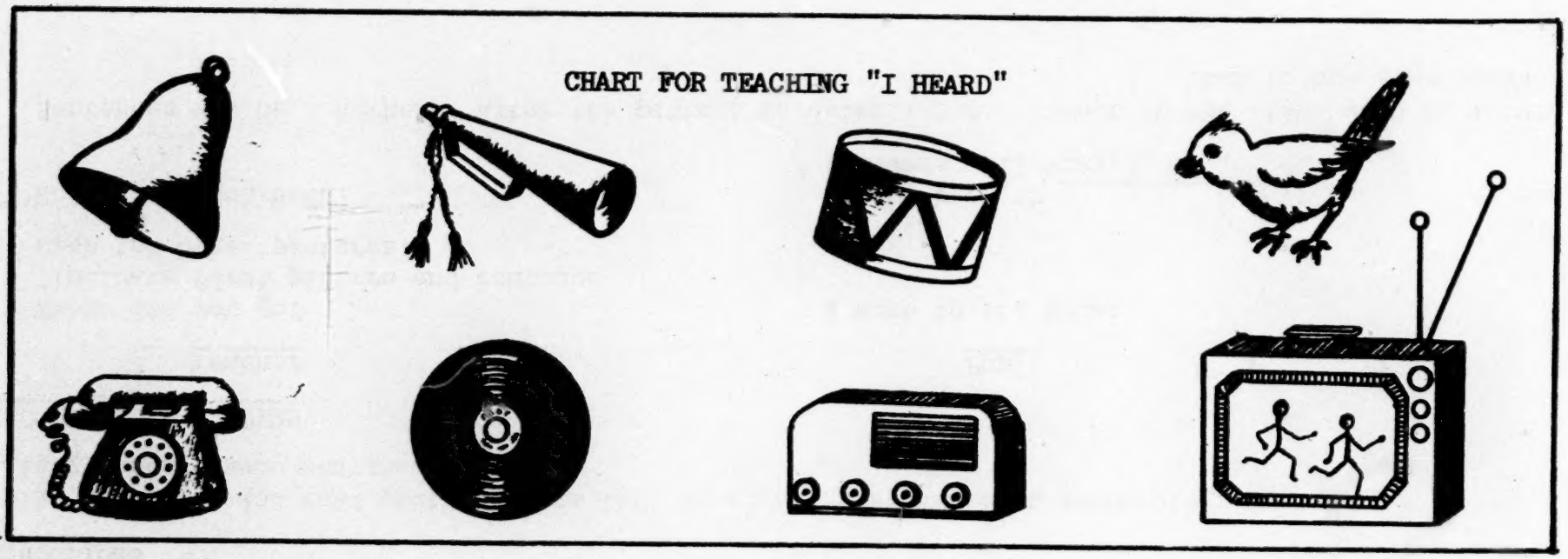
Dance Bunny Hop

ART ACTIVITIES

Dye Easter eggs, using food coloring.

Paint eggshells with tempera.

Make Easter baskets of cottage cheese cartons, milk cartons, or plastic bleach bottles. Paint will adhere to these if soap flakes are added.



PERFORMANCE OBJECTIVES

The pupil will be able to use

- "heard" in basic sentence pattern
- verbs "ringing," "blowing," "beating," "singing" and "playing" correctly

as measured by teacher observation and recorded on an evaluative checklist.

INSTRUCTIONS

Establish an automatic response by drilling on the basic sentence pattern. Indicate the pictures in left to right order.

BASIC SENTENCE PATTERN

Teacher	Pupil
What did you hear?	I heard the bell.
Did you hear the _____?	Yes, I heard the _____. No, I didn't hear the _____.
What did you hear?	I heard the bell ringing. horn blowing drum beating bird singing

CHART FOR TEACHING "GO," "WENT," AND "HAVE BEEN"

PERFORMANCE OBJECTIVES

The pupil will be able to

. use "go," "went," and "have been" in basic sentence patterns
as measured by teacher observation and recorded on an evaluative checklist.

INSTRUCTIONS

Display the chart and read pictures from left to right. Establish an automatic response by drilling on the basic sentence pattern.

BASIC SENTENCE PATTERN

Teacher	Pupil
Where did you go? (Indicate first picture and continue with the other pictures.)	I went to the house.
Where have you been?	I have been to _____. (Answers will vary.)

Sentences may be lengthened after the pattern is established. I went to the store with my mother.
town to buy some shoes

NAME DATE

Words to be tested	Repeats in Basic Pattern			Uses Independently in Class Drill			Uses Correctly in Social Situations			Remarks
a *										
an										
some										
eat										
ate										
have eaten										

* This is a sample evaluative checklist. Teacher will compile list of words to be tested.

Part V: Bibliography

BIBLIOGRAPHY

Abney, Louise. This Way to Better Speech. New York City: World, 1940.

Allen, Virginia F. Review Exercises. New York City: Thomas Y. Crowell Publishing Co., 1961.

Arbuthnot, May Hill. Time for Poetry. Glenview, Illinois: Scott Foresman Publishing Co.

Arnold, Genevieve. Speech is Fun. Houston, Texas: Genevieve Arnold Publishing Co., 1963.

Atherton, Mayon, and Ellis, Mary Jackson. The First Grade Log. Minneapolis, Minnesota: T. S. Denison and Company, 1956.

Baratz, Joan C. Teaching Black Children to Read. Washington, D.C.: Center of Applied Linguistics, 1969.

Beeler, A. J. Classroom Practices in Teaching English. Champaign, Illinois: National Council of Teachers of English.

Bereiter, Carl. Teaching Disadvantaged Children in Preschool. Englewood Cliffs, New Jersey: Prentice-Hall Publishing Co., 1966.

Bjoland, Esther (ed.). The Story Hour. Chicago: Standard Education Society, 1964.

Christianson, Helen M. The Nursery School. Boston: Houghton-Mifflin Publishing Co., 1961.

Clarizio, Harvey F. Contemporary Issues in Educational Psychology. Rockleigh, New Jersey: Allyn-Bacon Publishing Co.

Clark, Caroline H., Clark, John R., and Junge, Charlotte W. Let's Count. Yonkers on Hudson, New York: World Book Company, 1953.

Cohen, Dorothy H., and Rudolph, Margerita. Kindergarten - A Year of Learning. New York: Meredith Publishing Co., 1964.

Conlin, David A. Grammar for Written English. Boston: Houghton-Mifflin Publishing Co., 1961.

Dales, Ruth J., Hammond, Sarah Lou, Skipper, Dora Sikes, and Dorry, Gertrude Nye. Games for Second Language Learning. New York: McGraw-Hill Book Co., 1966.

Delacato, Carl H. Treatment and Prevention of Reading Problems. Springfield, Illinois: Charles C. Thomas Publishing Co., 1965.

Dixson, Robert J. Oral Pattern Drills in Fundamental English. New York City: Regents Publishing Co., 1957.

Dixson, Robert J. Practical Guide to the Teaching of English. New York City: Regents Publishing Co., 1960.

Elhert, Walter, et al. Growing with Music. Englewood Cliffs, New Jersey: Prentice-Hall, 1963.

El Paso Public Schools. Linguistic Approach in Teaching English as a Second Language. El Paso, Texas; Board of Education, El Paso Public Schools, January, 1965.

English Language Services, Inc. English 900, Books 1-6 (Series). New York City: MacMillan.

Evans, Ellis D. Children: Readings in Behavior and Development. New York City: Holt Publishing Co., 1968.

Finocchiaro, Mary. English Language Skills. New York City: Regents Publishing Co., 1966.

Finocchiaro, Mary. English For Today. New York City: McGraw Book Co.

Finocchiaro, Mary. Teaching English as a Second Language. New York City: Harper & Rowe Publishing Co., 1969.

Fisher, Isobel Y. Beginning Lessons in English (Series). New York City: Regents Publishing Co., 1959.

Frost, Joe. L. Early Childhood Education Rediscovered. New York, City: Holt Publishing Co., 1968.

Furth, Hans G. Piaget and Knowledge. Englewood Cliffs, New Jersey: Prentic-Hall Publishing Co., 1969.

Gabbard, Bessie, and Rairden, Louise. Primary Grade Activities. Chicago: Field Enterprises Educational Corp., 1957.

Gagne, Robert M. The Conditions of Learning. New York City: Holt Publishing Co., 1965.

Garlid, Georgia E., and Olson, Lynn Freeman Songs for Our Small World. Minneapolis, Minnesota: Schmitt Music Center Inc., 1968 527 Park Ave.

Gesell, Arnold Child from Five to Ten. New York City: Harper & Row Publishers, Inc., 1946.

Hall, Eugene J. English This Way (Series). New York City: Macmillan Co.

Hall, Robert A. Linguistics and Your Language. New York City: Doubleday & Company.

Hefferman, Helen, and Todd, Vivian E. The Years Before School. New York: Macmillan Co., 1964.

Hellmuth, Jerome Disadvantaged Child. Seattle, Washington: Special Child Publications, Inc., 1967.

Hickerson, Nathaniel Education for Alienation. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1966.

Hymes, James L. Teaching The Child Under Six. Ohio: Charles E. Merrill Publishing Co., 1968.

Jewett, Arno Improving English Skills of Culturally Different Youths in Large Cities. Washington, D.C.: U.S. Dept. of Health Education and Welfare.

Lado, Robert English Pattern Practices. Ann Arbor, Michigan: University of Michigan Press.

Lambert, Hazel M. Teaching the Kindergarten Child. New York City: Harcourt, Brace & World, Inc., 1958.

Landreth, Catherine Early Childhood: Behavior and Learning. New York City: Alfred A. Knopf, Inc., 1967.

Leavitt, Jerome E., and Salot, Lorraine. The Beginning Kindergarten Teacher. Minneapolis: Burgess Publishing Co., 1965.

Leeper, Sarah H. Good Schools for Young Children. New York City: Macmillan Company, 1968.

Maier, Henry W. Three Theories of Child Development. New York City: Harper & Row Publishers, Inc., 1969.

Manuel, H. T. Spanish-Speaking Children of the Southwest. Austin, Texas: University of Texas Press, 1965.

May, Frank B. Teaching Language as Communication to Children. Ohio: Charles E. Merrill Publishing Co.

McCandless, Boyd R. Children Behavior and Development. New York City: Holt, Rinehart & Winston, Inc., 1967.

Morrison, Ida E. Kindergarten-Primary Education. New York City: Ronald Press Company, 1961.

Muller, Philippe. The Tasks of Childhood. New York City: McGraw-Hill Book Co., 1969.

O'Neill, Mary. Hailstones to Halibut Bones Part I - M 1723, Part II - M 1724. New York City: Doubleday Company, Inc., 1966.

Piaget, Jean. The Language and Thought of the Child. New York City: Humanities Press Inc., 1959.

Pierce, June, and Wood, Rugh. The Wonder Book of Finger Plays and Action Rhymes. New York: Wonder Books, 1955.

Politzer, Robert L. Teaching Spanish. Waltham, Massachusetts: Blaisdell Book Company.

Rasmussen, Margaret. (ed) Young Children and Science. Bulletin No. 12-A Washington: Association for Childhood Education International, 1064-65.

Radler, Don H. Success Through Play. New York City: Harper & Row Publishing Co., 1960.

Read, Katherine H. The Nursery School. Philadelphia, Pennsylvania: W. B. Sanders Book Co., 1966.

Richardson, Hazel A. Games for the Elementary School Grades. Minneapolis, Minnesota: Burgess Publishing Company, 1960.

Riley, Clara. Head Start in Action. New York City: Parker Publishing Co., 1967.

Robison, Helen F. New Directions in the Kindergarten. New York City: Teachers College Press Co., Columbia University, 1965.

Schubert, Delwyn G. Reading Games That Teach: Readiness-Visual. Monterey Park, California: Creative Teaching Press, Inc., 1965.

Shane, H. G. Beginning Language Arts Instruction with Children. Columbus, Ohio: Charles E. Merrill Publishing Co., 1961.

Sigel, Irving E. Logical Thinking in Children. New York City: Holt, Rinehart and Winston Publishing Co., 1968.

Stegeman, William H., and Wills, Clarice. Living in the Kindergarten. Chicago: Follett Publishing Company, 1960.

Texas Education Agency. Texas Education Agency Bulletin 642. Preschool Instructional Program for Non-English Speaking Children. Austin, Texas: March, 1964.

Witherspoon, Ralph L. Good Schools For Young Children. New York: Macmillan Co., 1963.

Stewick. Earl W. A Workbook in Language Teaching. Nashville, Tennessee: Abingdon Press Co.

Stockwell, Robert P. The Sounds of English and Spanish. (Series) Chicago: University of Chicago Press.

Texas Education Agnecy. Linguistics for English Teachers. Austin, Texas: The Author.

Texas Education Agency. Preschool Instructional Program for Non-English Speaking Children. Austin, Texas: The Author, 1964.

Wann, Kenneth D. Fostering Intellectual Development. New York City: Teachers College Press, Columbia University, 1965.

Wagner, Guy. et al Games and Activities For Early Childhood Education. Daren, Connecticut: Teachers Publishing Corp., 1967.

Webster, Staten, W. The Disadvantaged Learner. San Francisco, California: Chandler Publishing Co., 1966.